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ABSTRACT

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These daily classroom guides present top stories, headlines, environmental news, and other current events, along with suggested class discussion topics and activities to accompany the broadcasts for one month. Top stories for the month of June include: an earthquake in Afghanistan; the legal tug-of-war between Bill Clinton and Ken Starr; lift-off of the shuttle Discovery; relief efforts for earthquake victims in Afghanistan; United States Supreme Court rejection of Ken Starr's request for a hearing; the first global "Drug Summit"; death of Nigerian president Sani Abacha; violence on the border of Ethiopia and Eritrea; curbing supply as the focus of the Drug Summit; ethnic cleansing in Kosovo; Iraq and UNSCOM agreement on a plan to address disarmament; President Clinton's agenda for his trip to China; Albanians in Kosovo abandon non-violence in favor of armed insurrection; World Cup ticket scams; Israel's plan to expand Jerusalem may put the brakes on the peace process; the Clinton administration's efforts to eliminate tobacco use among teens; President Clinton's preparation to embark on a controversial trip to China; a proposed telecommunications mega-merger; Supreme Court strikes down the line item veto; impact of the Tiananmen Square massacre on U.S./China relations; and President Clinton visits Shanghai. (AEF)

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CNN Newsroom Classroom Guides. June 1998

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The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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CNN Newsroom Daily Classroom Guide Carriers

The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

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America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 1, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	A powerful earthquake causes widespread devastation in northern Afghanistan.	**2:45**	4:30
In the Headlines	PAKISTAN: MORE NUCLEAR TESTS MIR ASTRONAUT LONGS FOR EARTH	**1:00**	5:30
Goldwater Obituary	Arizona Republican Barry Goldwater dies at age 89.	**4:50**	10:20
Environment Desk	Researchers fight to save the American Chestnut tree from extinction.	**3:25**	13:45
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:45
Top of the World	Life is hard for Cuba's poor, but some doubt the embargo is totally to blame.	**2:15**	18:00
Inside Asia	A Chinese conservation program has economic benefits as well.	**3:55**	21:55
Short Take	A Thai farmer sets a reptilian record.	**:35**	22:30
Did You Know?	The Suzuki Method teaches young children the joys of music.	**4:20**	26:50
	CNN NEWSROOM CLOSE	**1:10**	28:00

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Instructional Programs From CNN NEWSROOM CNN TNT TCM CARTOON NETWORK

Top Story

Afghanistan Earthquakes

1. What is the death toll from the earthquake according to international aid workers? What is it according to Afghan opposition leaders? Why do you think there is such a large disparity in the numbers? Why are relief and rescue efforts difficult? How does the natural disaster complicate the political situation in the region? What resources are available to help the population meet the challenge of rebuilding?

2. An earthquake is a series of shock waves generated following the brittle failure of rocks within the earth's crust or upper mantle as a result of a build up of stress. Failure occurs at a point or in a fairly small zone with the epicentre being the point on the earth' surface directly above this focus. However, once failure has occured, movement may persist along a zone of weakness (known as a fault) for a considerable distance. The widespread nature of the devastation in Afghanistan, as well as the frequency with which the nation experiences quakes, suggests the presence of a major fault system. Challenge the class to use the websites below and other resources to produce an earthquake map of Afghanistan. Based on the information from the map, students should design rebuilding efforts that include installing protective measures and instituting a preparedness plan.

3. Review Afghanistan's recent history with the class as a whole. Next, have students write brief synopses of the situation. Split the class into small groups to act as U.N. negotiating teams charged with the goal of alleviating political tensions so relief efforts can continue. Reconvene the class and invite groups to share their ideas.

LINKS:
http://www.geophys.washington.edu/seismosurfing.html
http://www.cnn.com/WORLD/asiapcf/9805/31/afghan.quake.update/
http://wwwneic.cr.usgs.gov/neis/epic/epic.html

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Goldwater Obit

1. Analyze former Sen. Barry Goldwater's unique political style.

How did his outrageous manner both help and hurt his career? Explain. For what accomplishments was Sen. Goldwater renowned in addition to serving in government? What did he believe was the greatest compliment he ever received? Why do you think this was important to him? In what ways does the Republican party reflect his legacy?

2. Invite students to consider this Goldwater quotation: "Extremism in the defense of liberty is no vice. Moderation in the pursuit of justice is no virtue." Ask students to discuss prominent figures in American history in this light. Whom would they classify as an "extremist?" Are leaders ever misguided in their definitions of "virtue?" Whom would they classify as a "moderate?" Is moderation sometimes effective? Follow up by having each student write two short tributes to American leaders, one "extremist" and one "moderate." Allow students to share these in an open forum or set up a classroom exhibit to display their work.

LINKS:
http://allpolitics.com/1998/05/29/ap/goldwater.quotes/
http://allpolitics.com/1998/05/29/ap/goldwater.chronology/
http://www.virtualquincy.com/

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[redacted] Environment Desk

Chestnut Comeback

1. What happened to the U.S. chestnut tree population in 1904? What was the cause of this problem? How widespread was the problem?

2. On a scale of one to ten, with ten being the greatest, have students rate the relative importance each would place on saving this species of tree and the reasons why they feel it deserves that rating. Compare ratings among students and discuss students' rationale behind each preference.

3. Have students offer their explanations as to why they think the Chinese variety of the chestnut tree is more resistant to fungi growth. How do they think cross-breeding American Chestnut trees with a Chinese variety will help? What is gained and lost in this process? When the trees are cross-bred, is the result the preservation of the American Chestnut, or a new variety from two different parent plants? Discuss.

LINKS:
http://chestnut.acf.org/
http://www.woodworking.com/magazine/mar96/chestnut/cnut6.html

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Editor's Note

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TODAY'S NEWS TERMS

magnitude	**Taliban**	**extremism**	**moderation**
virtue	**cross-breeding**	**blight**	**fungus**

CNN NEWSROOM WORLDVIEW
Top Of The World

The Embargo and Cuba's Poor

1. Describe what life is like for Carmen Figueras and her family. What is an embargo? What is the purpose of an embargo? Would life for the Figueras family and other Cubans be any different if the embargo were lifted? Explain.

2. Have students work in small groups to research the history of the embargo against Cuba. When was it first imposed, and for what reason? Have students share their findings in class discussion. How has the embargo been used as a propaganda tool for both Cuban President Fidel Castro and the United States government? Generate a class discussion to allow students to hear evidence for and against this embargo. Challenge each student to pretend he/she is a member of the U.S. Congress and write a brief speech either in support of maintaining the embargo or of lifting the embargo. Have students deliver their speeches.

LINKS:
http://www.canfnet.org/canf-lib/embg_eng.txt
http://www.tampatrib.com/news/cuba100z.htm
http://www.umr.org/HTed0205.htm
http://ella.netpoint.net/cubanet/CNews/y98/mar98/26e2.htm

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Inside Asia

Chinese Conservation

1. Where is Cao Hai? Why did authorities drain its lake forty years ago? What happened as a result? Once the wildlife returned, how did this present a problem for those living in Cao Hai? Explain how authorities have solved this problem. Who has helped to finance this effort? Who maintains the nature preserve and sets its conservation guidelines? How is this arrangement very different from previous attitudes towards conservation and free enterprise in China?

2. Working in small groups, have students consult the Internet site below to learn more about the Cao Hai project, its objectives and implementation. Then using Cao Hai as a model, direct each group to select another site anywhere in the world and determine whether a project similar to this one can aid in both poverty alleviation and conservation. Have each group choose a site and, following the general goals and ideas behind Cao Hai, describe how it would implement a similar program at the chosen site.

LINKS:
http://www.redfish.com/USEmbassy-China/sandt/caohai.htm

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DidYou Know? Did You Know?

Suzuki School

1. What is the Suzuki Method? How does it require a commitment from parents? How do Suzuki students learn how to play the violin? What kinds of results are usually achieved via this method? Are there any downsides to learning the violin the Suzuki way? Explain.

2. Group students. Have each interview a music teacher to learn how he/she teaches students to play instruments. What is music theory? Does the teacher believe it is important to learn theory? What approaches are used to teach beginning students? Have groups share their findings and compare them to what they have seen in the video. Generate a class discussion about what approaches might work best for different individuals and how each person has his/her own learning style.
EXTENSION: Are there any other applications for the Suzuki method? Discuss how the principles behind Dr. Suzuki's

methods of teaching violin might be applied to other skills and academic subjects. In what areas might this work? Where might it not work?

LINKS:
http://suzukimethod.org/
http://www.geocities.com/Vienna/1116/suzuki.html
http://www.suzukiassociation.org/what.htm

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Editor's Note

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TODAY'S NEWS TERMS

embargo	Soviet Union	migratory	Great Leap Forward
conservation	bureaucracy	Shinichi Suzuki	metamorphosis

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 2, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	The legal tug-of-war between Bill Clinton and Ken Starr continues.	**5:20**	7:05
In the Headlines	KOSOVO VIOLENCE MONTENEGRO ELECTIONS SHUTTLE, MIR TO LINK	**1:30**	8:35
International Desk	Hate crimes are on the rise in Moscow.	**4:25**	13:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:00
Top of the World	Mexico and the U.S. seek impartial treatment for prisoners from both nations.	**2:20**	18:20
Where in the World?	Russian immigrants assimilate into Israeli culture while remembering their past.	**6:00**	24:20
Culture Watch	The work of Henri de Toulouse-Lautrec captures the flavor of 19th century Paris.	**2:50**	27:10
Student E-Mails	A sampling of views on the human rights issue...	**:30**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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CNN TNT CARTOON NETWORK NEWSROOM

Clinton Investigation

1. What is executive privilege? Why did President Clinton want to invoke executive privilege regarding Independent Counsel Ken Starr's investigation? What is the attorney-client privilege? Why is the President going to invoke this privilege? How might this tactic cause problems for the President?

2. Why does Independent Counsel Starr want a quick ruling on the use of attorney-client privilege by the President? Why does Mr. Starr believe that the attorney-client privilege does not apply in this case? Who is Bruce Lindsey? If the court rules that attorney-client privilege does not apply, what might Mr. Lindsey be called upon to do? How could this be potentially damaging to the President?

3. The maneuvers underway between the Clinton Administration and the office of Independent Counsel Ken Starr have been likened to a legal chess game. Ask students who they think has the upper hand in this latest round of "moves." Then give groups of students time to conduct additional research to learn more about what each side is doing in this investigation, and share their findings. Do students think the President is hiding something? Do students think that Ken Starr has overstepped his bounds? After discussion, challenge each group to create a political cartoon illustrating its perception of the investigation and the president's actions.

LINKS:
http://www.usnews.com/usnews/issue/980309/9pisb.htm
http://www.courttv.com/news/522a.html
http://allpolitics.com/1998/06/01/clinton.exec.priv/

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International Desk

Russian Hate Groups

1. What events in recent months have caused Moscow police to arrest members of extremist groups? Who are usually the victims of these incidents? Why does the Indian Ambassador say that this is not just a law and order problem, but a social and political problem?

2. What is a hate crime? In students' opinions, who or what is responsible for the increase in hate crimes in recent years? What can be done to stop these crimes? Have students work in groups to research efforts towards tolerance among races and cultures, and share their findings. Are hate crimes an issue in your community? If so, what can be done to stop them? Discuss.

3. Discuss reasons for the emergence of hate groups internationally, especially those associated with neo-Nazism. Why do students think

these extremists are able to attract young members? Do students think these young people understand the ideologies of the groups they join, or is their membership the result of a desire to "belong?" Discuss.

LINKS:
http://www.pathfinder.com/news/latest/RB/1998May03/164.html
www.adl.org/
http://curry.edschool.virginia.edu/go/multicultural/home.html

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Editor's Note

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TODAY'S NEWS TERMS

Ken Starr	**Bruce Lindsey**	**executive privilege**	**confidential**
expedite	**appeal**	**Nazi**	**racist**

CNN NEWSROOM WORLDVIEW
Inside Of The World

Mexican Punishment

1. Why are there many Mexican nationals in U.S. prisons? Why are there a large number of U.S. citizens incarcerated in Mexico? How does each nation's embassy attempt to deal with cross-border criminal justice issues? What complications arise? Based on the information given in the video segment, do you believe there is a "double standard" for Latinos under the U.S. legal system? Explain. Why might it be difficult for the two governments to convince one another that all prisoners are receiving fair and equal treatment?

2. What are "civil liberties?" Why are they important in the context of international justice? What rules govern the legal rights of international defendants and inmates? Why are such guidelines necessary? How are such agreements enforced?

3. Have students visit the websites below to learn more about treaties and conventions governing treatment of international prisoners. Divide the class into three groups, one acting as the Mexican Foreign Ministry, another as the U.S. State Department, and the third as an international human rights agency. Ask groups to study conditions for Mexican inmates in the U.S. and for U.S. citizens in Mexican prisons. Each should generate a list of "concerns" and "action items" to present in a summit meeting about Mexican-U.S.

criminal justice. Encourage students to seek consensus to generate a list of agreements to draft a treaty modeled on those reviewed in their research.

LINKS:
http://www.ifs.univie.ac.at/intlaw/konterm/vrkon_en/html/doku/pact2.htm#15.0

http://www.ifs.univie.ac.at/intlaw/konterm/vrkon_en/html/desklist.htm

http://www.aclu.org/issues/criminal

http://www.igc.apc.org/prisons/news/current/US-Executions-Draw-Foreign-Scorn.html

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Where in the World

Israel's Russian Immigrants

1. How does the recent influx of Russian immigrants fulfill the dreams of Israel's founding fathers? List the reasons the Russians came to Israel. What political maneuvering enabled them to leave Russia? Why are some Israelis having trouble accepting the new citizens? How are the Russians attempting to assimilate while preserving their traditions? Suggest ways for unity and diversity to flourish in a "melting pot," such as modern Israel. What positive changes might the new group bring? What benefits may they receive from the culture of their new nation?

2. Discuss the idea of preserving old traditions and national heritage as a contribution to a new homeland. Divide the class into small groups. Multiply the number of groups by two and prepare slips with the names of nations or ethnic groups. Have each student group select two at random; for example, they may receive China and Native Americans. Review the video segment, focusing on the concept of Russians celebrating Israeli holidays with a distinctive flair. Introduce the premise that there is to be a community celebration in which various nationalities will participate. Challenge the groups to plan an activity or performance that incorporates traditions from both cultures they have chosen. Allow students to present the results in class.

LINKS:
http://www3.haaretz.co.il/eng/scripts/show_katava.asp?id=19270&wordd=Russian immigrants&mador=5&se=true&datee=6/1/98

http://israeliculture.miningco.com/library/extra/blpopula.htm

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Culture Watch

Culture Watch

Toulouse-Lautrec Exhibit

1. Evaluate the works shown in the video segment. In what ways do they convey the spirit of 19th century Paris? How was the subject matter influenced by Toulouse-Lautrec's lack of success as a "serious" painter? Do you think that in the 1890's, his posters were considered "art?" Why or why not? How did the style and subject matter of the posters influence the French art community and future artists? Critique the posters. Are they typical of the Impressionist genre? Explain. What values characterize each one? What makes each unique?

2. Henri de Toulouse-Lautrec was influenced by the glittering society and entertainment scene of his times. Invite students to create colorful posters in the Impressionist style that feature the nightlife, personalities, and arts community of their hometowns. Set up a gallery to display the artworks.

LINKS:
http://sirio.cineca.it/wm/paint/auth/toulous_-lautrec/
http://www.adobe.com/special/toulouse/TLhomegt.html
http://www.sandiegomuseum.org/lautrec/lautrec.html

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Editor's Note

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TODAY'S NEWS TERMS

Vienna Convention	**embassy**	**consulate**	**immigration**
assimilation	**oppression**	**lithograph**	**Impressionist**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 3, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	The shuttle Discovery lifts off, ready for a final rendezvous with Mir.	**3:30**	5:15
In the Headlines	URGENT APPEAL FOR AFGHANISTAN	**1:05**	6:20
Pop Quiz	What is the average price of an existing home in the U.S.? $154,200	**:30**	6:50
Business Desk	A new program puts homebuying within the reach of more consumers.	**2:45**	9:35
CNN NEWSROOM Profile	John Leguizamo's one-man show is a lesson in self-realization.	**3:55**	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:30
Top of the World	Lebanon's Palestinian refugees long for a return to their phantom homeland.	**3:45**	19:15
Who, What, Where?	Gang violence torments citizens of the tiny territory of Macau.	**3:10**	22:25
Inside Europe	Pilots relive 1948's Berlin Airlift.	**2:45**	25:10
Wild Kingdom	El Nino and the encroachment of humans threaten wildlife in the Philippines.	**1:50**	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Discovery Launch

1. According to astronaut David Wolf, what goes through an astronaut's mind during lift-off? How many astronauts are on board the shuttle this trip? What is the highlight of this shuttle mission? Why will Mir soon be retired?

2. Discovery's docking with Mir on Thursday will be the last time the U.S. shuttle and Russian space station link up. When these space vehicles dock, U.S. astronaut Andy Thomas, who has been aboard Mir since January, will be coming home. Ask students what they think Andy Thomas has experienced aboard Mir. What questions would students like to ask him if they could have the opportunity to interview him? Have students work in groups to familiarize themselves with a basic information about the shuttle Discovery and the space station Mir, and share their findings. Then have each student use this information to prepare a series of interview questions to ask Andy Thomas. Have students present their questions and follow the story of Andy Thomas' return home to see if any of these questions are answered in interviews with the astronaut.

LINKS:
http://www.nasa.gov/
http://www.hq.nasa.gov/osf/mir/

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Business Desk

Minimum Down Payment

1. Explain how the new FHA program in the video has made homebuying easier for some Americans. How much of a down payment is required under this program? What are the possible sources of this down payment? How does a program like this help not only homebuyers but those trying to sell their homes as well?

2. Unless one has a large sum of cash, where does one get the money to buy a house? How do lenders decide whether to give someone the loan he or she needs for this kind of purchase? Have students work in groups to learn more about the process of buying a home. What is a mortgage? What are the types of mortgages available? How does one "qualify" for a mortgage?

Have each group present its findings. Then have students bring in real estate publications that advertise homes currently for sale. Have each group choose one advertised property with a listed price and determine how a buyer would be able to qualify for a loan on that home with any three different kinds of mortgages (i.e., conventional, FHA, VA, special first-time buyers' programs). Groups should learn how to use an amortization schedule and/or financial calculator to determine monthly Principal and Interest payments as a part of this activity.

3. Besides the obvious advantages to buyers and sellers in a strong real estate market, how does widespread home affordability impact other sectors of the economy? Have students work in groups to list other industries and businesses that are positively affected in a strong real estate market and share their lists in class discussion. Discuss reasons why programs like the FHA minimum down payment are likely to give an indirect boost to industries like construction and home furnishings.

LINKS:
http://www.pueblo.gsa.gov/cic_text/housing/hudhome/hudhome.txt
http://www.huduser.org/

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John Leguizamo

1. What was John Leguizamo's childhood like? How does he use some of the more comical elements of his childhood in his Broadway show, "Freak"? How does John Leguizamo describe himself? How does he compare theater to stand-up comedy, his previous profession? Why does he feel that roles for Latino men are mostly negative ones?

2. What is the message of "Freak"? If you were to capture elements of your life into a one-person play, what would you title it? What would be its message? How do audiences of different backgrounds and experiences learn something from this kind of performance?

LINKS:
http://www.pathfinder.com/altculture/aentries_ew/l/leguizamox.html
http://www.fansites.com/john_leguizamo.html

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TODAY'S NEWS TERMS

Discovery	**Mir**	**mortgage**	**down payment**
Fannie Mae	**401K**	**immigrant**	**stereotype**

CNN NEWSROOM WORLDVIEW

For Of The World

Lebanon Palestinians

1. What historical event do the Palestinians consider to be "the catastrophe?" Describe conditions in the Shitilla refugee camp. How do older Palestinians preserve their history for the younger generations? What political tensions exist inside the camps? Outside the camps? Why do you think the grandfather in the video segment collects relics? How might life as a refugee affect one's attitude toward peace negotiations with Israel? What are the implications in terms of regional politics?

2. Encourage students to imagine they have been invited as guest lecturers in a Palestininan refugee school. Have them research the websites below to trace the history of the Palestinian people during the last fifty years. Next, ask students to compose brief statements designed for young children. The focus of the talks should be to provide background on the current situation and to offer guidance in the search for peace and reclamation. Students should share their speeches with the class.

LINKS:
http://www.palestine-net.com/misc/inaash.html

http://www.cyberus.ca/~baker/pal4kk.htm

http://bertie.la.utexas.edu/research/mena/LCPS/pub/breview/br3/refugees3.html

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Who, What, Where ?

Who, What, Where ?

Macau Gangster Tale

1. Who are the Triads? List the reasons for the recent increase in gang violence. How are organized crime activities closely aligned with Macau's legitimate economy? Why is government control ineffective?

2. Who is "Broken-Tooth Koi?" What does the response of the Triad gangs to his imprisonment say about his power base? Why is Antonio Baptista in danger? How does his situation speak to law enforcement agencies who try to control organized crime?

3. Portugal currently governs Macau. Last year, Britain relinquished control of Hong Kong to China. How has the power shift in Asia influenced the social and political climate in the colonies once ruled by European powers? Do you think the Chinese government will be better able to manage Macau? Cite evidence to support your answer.

LINKS:
http://www.webhkcorner.com/living/macau_gangs.html
http://www.pathfinder.com/asiaweek/97/0815/ed2.html
http://www.smh.com.au/daily/content/970627/world/world5.html

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Inside Europe

Berlin Airlift

1. What was the purpose of the Berlin Airlift? Why was Gail Halvorsen called the "Candy Bomber?" Why is it significant that Allied forces mounted a massive humanitarian effort to help German civilians? If planes landed in Berlin every three minutes for eleven months, how many missions were flown? Why do you think Soviet forces chose not to stop the airlift?

2. According to the video, the recreation of the Berlin history "is a history lesson, but history will also be made." In what ways? Characterize the reaction of people who met the "Spirit of Freedom" in Massachusetts. Why was this response meaningful? How might the memory of the Berlin Airlift further modern international relief efforts?

3. Have students check out the websites below to share the experiences of those who participated in the Berlin Airlift. Divide the class into small groups and ask each to select a personality who was involved in this period of aviation history.

Groups should write short profiles of the figures, and collect photographs, drawings, maps, insignias, or other materials relating to the airlift. Guide students as they collaborate and combine the products of their research to publish a "Berlin Airlift Scrapbook" to donate to the school media center.

LINKS:
http://www.avialantic.com/bahf.html
http://www.af.mil/news/airman/0697/spirit2.htm
http://www.wpafb.af.mil/museum/history/postwwii/ba.htm

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Wild Kingdom

Wild Kingdom

Philippine Safari

1. Why are the exotic animals in the Philippine's wildlife preserve losing their habitats? How do both natural and human-made phenomena contribute to the problem? Why does the fact the preserve is located on an island complicate matters? Suggest possible solutions to the problem. Why do you think people on both sides of the issue believe elections will bring more attention to the plight of wildlife? How might governmental intervention help to resolve the controversy?

2. The battle for the protection of Phillipine wildlife is being waged primarily between the management of the wildlife preserve and returning residents, called the BCM. Organize the class into two groups representing each of the interests outlined in the video segment. Have each group organize a political action campaign aimed at persuading the new government to favor its side of the conflict. Students may write letters, stage protests, or produce political ads or public service announcements to highlight their positions. Have groups present their campaigns and follow up with a discussion of their possible political effectiveness.

LINKS:
http://www.haribon.org.ph/wildlife.htm
http://www.psdn.org.ph/fpe/vision.htm

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TODAY'S NEWS TERMS

refugee	**ghetto**	**Palestine**	**Triads**
loan-sharking	**Berlin Airlift**	**poaching**	**sanctuary**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 4, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Relief workers encounter many obstacles as they try to reach earthquake victims in Afghanistan.	**4:00**	5:45
In the Headlines	GERMANY TRAIN WRECK...	**1:15**	7:00
Science Desk	Phonics may be the key to reading for those who have dyslexia.	**3:20**	10:20
Science Desk Extra	-Shuttle TV is on the blink. -How do you destroy an asteroid?	**3:20**	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:40
Top of the World	The people of China's Yangtze River valley prepare for life after the dam.	**3:45**	20:25
Inside North America	Many public schools in the U.S. are overcrowded and underfunded.	**2:25**	22:50
Culture Watch	In Israel, musicians sing of peace.	**4:50**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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Instructional Programs From: CNN TNT TCM CARTOON NETWORK CNN NEWSROOM

Top Story

Afghanistan Earthquake

1. Describe the scene in northeastern Afghanistan in the wake of Saturday's earthquake. What is the priority now for the Red Cross? Which people are being airlifted first? How have the residents of this area suffered both physically and psychologically as a result of this natural disaster?

2. What obstacles are relief workers facing in their attempts to get help to the victims of this earthquake? Generate a class discussion about these problems and possible ways to address them. Is there anything the international community can do to maximize the relief efforts of organizations like the Red Cross? Discuss.

3. How does an earthquake occur? Have students work in groups to research what an earthquake is and how scientists predict them. Then have each group use its information to devise a diagram, demonstration, or model showing one or more kinds of seismic waves. Have each group use its creation to "teach" a brief unit on seismic waves to the rest of the class.

LINKS:
http://www.fi.edu/earth/crust.html
http://www.reliefweb.int

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Science Desk

Dyslexia Study

1. What evidence have scientists gathered to connect brain activity to reading? How did they collect this data? What difference in brain activity did they find in the students with reading difficulties? What solution do scientists propose to help these students?

2. How could the data from this study affect the way reading is taught in schools? Have groups of students interview teachers to find out how methods of teaching reading have changed throughout their careers. What methods are most widely used in U.S. schools to teach reading? Is teaching reading phonetically a new idea? Have students share their findings.

LINKS:
http://www.ldonline.org/ld_indepth/reading/from_letters_to_sounds.html
http://www.ldonline.org/ld_indepth/reading/reading-4.html#anchor890712

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Science Desk Extra: Shuttle TV/Asteroid Model

1. Why is the Discovery crew relying on pictures from Mir to tell the story of the two space vehicles' last docking? Why are images from space important to the U.S. and Russian space programs?

2. What does the computer model of an asteroid collision tell scientists about "blasting" an earthbound asteroid? According to this model, how might exploding an earthbound asteroid only cause more problems? How does the composition of an asteroid determine how it might respond to an explosive force? Explain how the Asphaug study demonstrates the science "fiction" in the movie "Deep Impact."

LINKS:
http://cnn.com/TECH/space/9806/03/shuttle.folo/index.html
http://cnn.com/TECH/space/9806/03/asteroid.impact/

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Editor's Note

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TODAY'S NEWS TERMS

Red Cross	**relief**	**magnitude**	**phonics**
dyslexia	**MRI**	**asteroid**	**reconaissance**

CNN NEWSROOM WORLDVIEW

Top Of The World

China's Doomed River

1. Why is the Yangtze so important to the culture of the region? How does a river serve as the "heart" of a nation? How will the damming of the river affect the surrounding ecosystem? Weigh the advantages and disadvantages of the Three Gorges dam system. Is building the dam the right decision? Explain.

2. Why do you think the people who are opposed to the dam may be afraid to express their opinions? In addition to the environmental impact of the dam, what are the other scientific implications? What are experts doing to minimize the detrimental effects? How might the creation of the lake change local lifestyles?

3. Discuss this quote from the video segment: "For new generations,

the river will someday be a legend, remembered only in folklore and music." Invite students to research life along the Yangtze and write folktales about the mighty river. Share these in class.

4. Have students use maps (available from the first website below) to plan an archaeological excavation to preserve the artifacts and relics of the Yangtze River Basin. Direct the class as they make a single diagram outlining the sites they would study before the land is submerged. Ask students to generate a list of items to be collected for study and inclusion in an exhibit illustrating "life before the dam."

LINKS:
http://www.irn.org/programs/threeg/index.html
http://www.tisti.ac.cn/cj.html
http://www.news-observer.com/newsroom/ntn/health/110797/health24_13755_noframes.html

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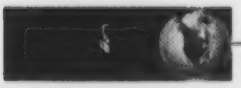

Inside North America

Struggling Schools

1. What causes school overcrowding? List contributing factors. What other problems plague public schools in Chicago and across the nation? In your opinion, who is responsible for eliminating these problems? Explain.

2. What intiatives resulted from the Clinton adminstration's focus on school infrastructure? In your opinion, do dilapidated school buildings influence the quality of the education going on inside? Explain. What temporary solutions are school systems implementing? How might permanent solutions be found?

3. Ask students to design "the perfect public school." Divide the class into small groups representing local boards of education. Have each draw up plans for a school facility to serve your district. They should produce a blueprint of a building large enough to alleviate overcrowding, list necessary equipment and furnishings, select faculty and staff, consider instructional needs, and provide for special facilities. Follow up with a discussion of the complex nature of the school paradigm. Why is creating the "ideal school" such a challenge? In reality, what compromises could, or must, be made?

LINKS:
http://www.ncook.k12.il.us/
http://acct.multi1.cps.k12.il.us

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Culture Watch

Culture Watch

Israel Music

1. According to Aviv Gefen, what is the Israeli "type?" How has the music of the popular culture become politicized?" Explain. Why do you think social and political change is often a subject for singers, especially of the rock genre? What changes are taking place in Israel? What things remain the same for the younger generation?

2. How does music people provide people with hope and vision? What sort of music do you like? Do you feel it reflects your values and philosophies? Why or why not? In your opinion what, if any, are the responsibilities of artists and entertainers to the society at large?

3. According to the muscians interviewed in the video segment, peace is the predominant theme of Israeli popular music. Invite students to produce radio shows with the theme, "Top Ten for Peace." Have students research Israel's music scene using the sites below, or allow them to select songs with which they are familiar. The class may select DJ's to introduce the songs and elaborate upon the theme. Record the show and encourage students to reproduce the tape for personal use.

LINKS:
http://ariga.co.il/visions/poetry/popchart.htm
http://israeliculture.miningco.com/library/extra/blgefen.htm
http://israeliculture.miningco.com/library/extra/blbartzi.htm
http://israeliculture.miningco.com/library/weekly/blsinger.htm

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TODAY'S NEWS TERMS

Three Gorges	**terrace**	**legend**	**infrastructure**
rehabilitation	**Aviv Gefen**	**Shlomo Artzi**	**optimism**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 5, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	The U.S. Supreme Court rejects independent counsel Ken Starr's request for a hearing.	**3:00**	4:45
Investigating the President	Students offer their opinions concerning the controversies surrounding the President.	**4:00**	8:45
In the Headlines	DISCOVERY DOCKS WITH MIR... NUCLEAR POWERS JOIN FORCES...	**:55**	9:40
"Ground Zero"	Our series on the nuclear threat begins June 14. Send your views on this issue to nuclear.arms@turner.com. Some opinions may appear on the program.	**:10**	9:50
Editor's Desk	The future of the computer is as bright and as uncertain as its past.	**3:35**	13:25
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:25
Top of the World	In spite of some problems, the spirit of Soweto burns bright among those who value freedom.	**2:45**	19:10
Taking Care of Business	Bangkok's sidewalk vendors are at odds with city officials.	**3:05**	22:15
Information Please	A team of Americans takes on the task of cleaning up Mount Everest.	**2:15**	24:30
Did You Know?	Shakespeare may be coming to a mall near you.	**3:00**	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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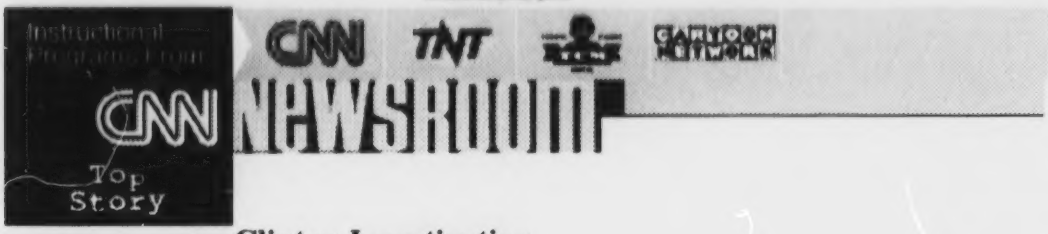

Clinton Investigation

1. What was Independent Counsel Ken Starr asking the Supreme Court to do? How has the high court responded to that request? What two issues regarding possible witnesses are at stake? What is attorney-client privilege? Why does the White House want the court to rule that there should be a degree of confidentiality between the president and the secret service as well?

2. What court will next review Judge Johnson's ruling on the ability of secret service agents to testify against the president? What is a Court of Appeals? Use this opportunity to familiarize students with the levels and responsibilities of each kind of federal court. (Note: Remind students that there are state and local courts as well.) Have students work in groups to conduct research to learn basic information about the Supreme Court, District and Appeals Courts. Have each group use its information to create a chart illustrating the hierarchy and jurisdiction of each of these courts. Why is the Appeals Court the next logical place for the question of who should be allowed to testify in the investigation of the president?

LINKS:
http://www.uscourts.gov/
http://www.law.vill.edu/Fed-Ct/fedcourt.html

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Student Roundtable

1. How did the independent counsel's investigation into Whitewater breed "bad karma" for the Clinton administration? What is the connection between the current investigation into the Lewinsky matter and the original mandate Ken Starr received from the U.S. Justice Department? Outline the relative positions of the investigation's critics and its supporters.

2. When and why was the office of the Independent Counsel created? How does this system work? What checks and balances

are in place to ensure the fairness and effectiveness of the process? In the video, it is stated that the "...fourth branch has become a sort of moral barometer, a public conscience." Evaluate this statement. Do you agree or disagree? Explain. In political matters, is a public conscience necessary? Why or why not?

3. Hold an open discussion of the opinions expressed by the young people interviewed in the video segment. Allow your students ample opportunity to express their own points of view. Next, challenge students to examine the process by which they arrived at their positions. Introduce the concept of political socialization, the process by which people acquire their political opinions. Outline the factors that shape political socialization, including family, education, group affiliation, mass media, and the views of opinion leaders such as ministers, commentators, role models, etc. Students should write brief position statements of their opinions in the Clinton investigation. Follow up by having them list, in descending order, the agents of political socialization which have had the greatest impact on their opinions in this matter. Do they think the opinions of the students in the video were shaped in a similar manner?

LINKS:
http://allpolitics.com/1998/06/04/lewinsky.scandal/
http://debate.net/archives/cx-l/1998/01/thrd3.html#00776

http://library.suffolk.edu/search/dPolitical+science++++Terminology++++History/7,-1,0,E/exact&dPolitical+Socialization&1,15

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Editor's Desk

Computer Future

1. List all of the daily uses of personal computers and of mainframe computer networks. What is the range of applications? List things that computers **cannot** do. Are these capabilities that computers may develop in the future? Why or why not?

2. In your lifetime, how have computers changed? Do you believe the way people think about computers also has changed? Explain. How might the privacy issue affect future developments in technology? Consider the question presented in the video segment. Do you believe computers will ever become "masters" rather than "slaves?" Why or why not?

3. Challenge students to design the computers of the future. Visit the Dade County website given below which features elementary students' essays about their ideal "computer companions." Also encourage students to consider the whimsical notions about future technologies as presented in the video segment. They may draw diagrams or pictures to illustrate the physical appearances of the computers, and make "menus" describing all functions. Mount a bulletin board display featuring student prototypes.

4. Invite students to travel "back to the future" and compose science fiction stories featuring today's technology. Ask them to take the point of view of an author from the 1960's who is writing a story entitled "1998." Using the model of "2001's Hal" from the video segment, students should create computer "characters" to serve as the focus of their narratives. What "personal attributes" would readers expect the computers to have? Compile the stories into a science fiction collection for your classroom library.

LINKS:
http://inst.dade.k12.fl.us/essay/allow/MyFutureComputer.html
http://www.crl.com/~subir/papers/net.html
http://www.cnet.com/Content/Features/contents.html

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TODAY'S NEWS TERMS

independent counsel	**partisan**	**Ken Starr**	**political socialization**
perjury	**Appeals Court**	**"Hal"**	**advocate**

CNN NEWSROOM Top Of The World **WORLDVIEW**

Soweto History

1. What was apartheid? How did imperialism lead to the establishment of apartheid in South Africa? How was apartheid eventually dismantled? Have students work in groups to learn more about apartheid and its effects on the people of South Africa and share their findings. Discuss how the anti-apartheid movement transformed South Africa into a new nation.

2. Where is Soweto? What happened there 22 years ago? Why do

the "famous and the powerful" come to Soweto now? Why do you think a visit by a democratic leader is a significant gesture to South Africans?

3. Who is the "extraordinary hero" of the Soweto story? What was his role in the uprising? Often the most unlikely individuals become leaders or tragically, martyrs, for a cause. Have each student locate information on another fight for liberation, anywhere in the world, and profile a leader or martyr for that cause. Have each student offer a brief (2-3 minute) presentation on that person. What qualities do these individuals share?

LINKS:
http://www.mg.co.za/mg/news/96jun1/14jun-soweto1.html
http://www.anc.org.za/ancdocs/history/mandela/64-90/anvil.html

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Taking Care of Business

Thailand's Sidewalk Economy

1. Describe Bangkok's "sidewalk economy." Why are some people unhappy with these vendors? What is the city's government doing to try to resolve the problem? Why are the vendors resisting these efforts? Explain why, for the most part, law enforcement has been ineffective in solving the problem.

2. According to Bangkok's City Governor, "We have to compromise between the economy of the people at large and the right of the people to walk on the footpath." In your view, is there enough common ground for a compromise here? What would you suggest as a compromise? How would you deal with the bribery issue?

3. Ask the class: Can vendors simply "set up shop" on the sidewalks of your community? What would happen if they did? Have students work in groups to learn what laws regulate vendors in your area and share their findings. Are there permits and fees involved, or is outdoor vending illegal in your community? If Bangkok's leaders could visit your community, what might they learn that they could use to resolve their problem?

LINKS:
http://www.photomann.com/thailand/thailand.htm
http://www.tfrc.co.th/tfrc/eng/research/res96/oct/asoc301.htm
http://www.iht.com/IHT/SUP/031097/thai06.html

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Information Please

Mount Everest Cleanup

1. What is the mission of Mark Cole's team? How long will this take the team to accomplish? Why is there so much trash left behind on Mount Everest? Do you think this mission to clean up Everest is a good idea? Do you think people will buy the souvenirs that once littered the mountain? Why/why not?

LINKS:
http://www.everestee98.com

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Did You Know?

Shakespeare at the Mall

1. What do you usually think of when you think of the mall? Do you usually associate the mall with "culture" or "pop culture?" Explain. Do you think live theater and the mall make a good combination for both theatergoers and shoppers? Why/why not? According to the video, how is the theater at Plaza Pasadena good for other businesses? Can you think of any downsides to this arrangement? Discuss.

LINKS:
http://www.tv.cbc.ca/newsinreview/may1997/EATONS/MALL.HTML
http://www.screen.com/mnet/eng/med/class/teamedia/duncan.htm

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TODAY'S NEWS TERMS

Soweto	**liberation**	**apartheid**	**Bangkok**
vendor	**bribe**	**Mount Everest**	**Shakespeare**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 8, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Over 100 nations will meet in the first global "Drug Summit."	**3:45**	5:30
In the Headlines	VIOLENCE IN EAST AFRICA FLORIDA WILDFIRES PACKING UP IN SPACE	**1:30**	7:00
Investigating the President	The dual nature of the presidency presents a moral dilemma for voters.	**2:40**	9:40
Environment Desk	The Bald Eagle is about to be taken off the Endangered Species List.	**3:35**	13:15
"Ground Zero"	Our series on the nuclear threat begins June 14. Send your views on this issue to nuclear.arms@turner.com. Some opinions may appear on the program.	**:45**	14:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:00
Top of the World	Cuban families wonder if ending the U.S. trade embargo would improve their lives.	**3:05**	19:05
Taking Care of Business	Kenya's political leaders hope to reform and heal the economy.	**1:50**	20:55
Inside Asia	Koreans recall their traditional stories as they enjoy the art of the opera.	**2:25**	23:20
Wild Kingdom	Endangered snow leopards struggle for survival in their	**2:15**	25:35

	Himalayan habitat.		
Culture Watch	Japanese trendsetters flock to a restaurant with an Alcatraz theme.	1:40	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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UN Drug Summit

1. The meeting now dubbed the "Drug Summit" is being hailed by many as a truly historic opportunity in the war on illegal drugs worldwide. Explain how the political climate in recent years had kept the superpowers and Third World countries from joining together to fight drug trafficking. Who is Pino Arlacchi? What credentials does he bring to the global fight against drugs? Why does he believe that the nations of the world can now win the war on drugs?

2. Mr. Arlacchi has been quoted as saying, "Global coca leaf and opium poppy acreage totals less than half the size of Puerto Rico. There is no reason it cannot be eliminated in little more than a decade." Do you think his goal is realistic or idealistic? State your rationale. Discuss the issue of supply vs. demand as it applies to the drug trade. Even if the supply is eliminated, is the demand for drugs still there? Explain. What is the United Nations doing to address this part of the equation? Relative to drug supply, what percentage of resources do you think should be spent on addressing the demand for drugs? Why? Critics of this summit say drug education and other measures to decrease demand have been tried and failed. How would you respond to them?

3. Group students. Have each research the global points of attack that will be proposed at the drug summit. Then have each determine if any of these points could face resistance from some nations. Encourage students to consider, for example, how the U.S. might feel about subsidizing crop substitution strategies to unfriendly governments. Have each group list possible objections to each point, then devise one or more counterarguments to each objection. Hold a mock Drug Summit and have each group present its objections and counterarguments in roundtable fashion.

LINKS:
http://www.un.org/ga/20special
http://www.newswire.ca/releases/May1998/11/c2243.html

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Presidential Standards

1. According to the video, how does the President of the United States serve two roles that are usually separated in other systems? Compare this situation, for instance, with the political leader/head of state roles in Great Britain. Do you think that the President of the United States is, by nature of his dual roles, subject to a higher standard than are most other world leaders? In your opinion, should the president be held to a higher moral standard than those who voted for him? Why or why not?

2. In the video we hear allegations about President Kennedy that did not come out during his presidency. What might have happened had these allegations surfaced? Do you think that public reaction would have been any different from what people are saying regarding President Clinton? Explain. In general, have expectations for political leaders in the U.S. changed? Group students. Direct each group to search for information on scandals and allegations that former U.S. presidents have faced. Have each conduct research to learn more about the charges, whether or not they were proven, and how these allegations and behaviors compare to what is being said about the current administration. Have groups share their findings. Discuss the moral and political charges that plagued presidents as far back as Thomas Jefferson and whether the public tolerance for scandal in the U.S. is undergoing a change.

LINKS:
http://www.chron.com/content/chronicle/special/clinton/pres/pres.htm
http://www.suntimes.com/index/special.html

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[redacted] **Environment Desk**

Endangered No More

1. What is going to happen to about two dozen animals currently

protected under the Endangered Species Act? Why is the Department of Interior doing this? What protections does the Endangered Species Act provide? What special protection does the American Eagle enjoy?

2. What indicators should be used to verify the implementation of the Endangered Species Act? What role does the media play in the public's perception of the importance of these animals? How do you think the media affected public awareness and value placed on the American Bald Eagle, Peregrine Falcon, and Gray Wolf?

3. How could delisting these species affect the outcomes of ongoing disputes between developers and environmentalists? Discuss to what extent, if any, the Department of the Interior should channel its resources towards preventing species loss and endangerment. In your view, is such a policy wise? State your rationale.

LINKS:
http://www.fws.gov/laws/federal/summaries/esa.html
http://www.pacificrim.net/~nwea/esa/senate.html
http://www.marcopartners.com:80/act.htm

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Editor's Note

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TODAY'S NEWS TERMS

money laundering	**opium**	**cannabis**	**amphetamines**
paradigm	**autonomy**	**endangered**	**Bruce Babbitt**

CNN NEWSROOM Top Of The World

WORLDVIEW

Cuba Embargo Effects

1. Define "embargo." What is the reason for the U.S. embargo against Cuba? How long have trade sanctions been in effect? Describe the economic situation faced by the family profiled in the video segment. How might their lives change if the U.S. government modified its position on trade with Cuba? What other economic reforms may be needed to improve the standard of living for the average Cuban? Explain.

2. Invite students to debate the lifting of the U.S. trade embargo against Cuba. The two websites listed below outline opposing positions on economic sanctions. Divide the class into two teams, proponents and opponents. Introduce the thesis: Resolved: The U.S. must maintain the trade embargo against Cuba. Review the rules and procedures of formal debate with the class and allow teams ample time to prepare their arguments. You may wish to record the debate and follow up by having students evaluate their presentations.

LINKS:
http://www.sbsc.org/heritage/library/categories/forpol/bg1010.html
http://www.progress.org/fold30.htm

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Taking Care of Business

Taking Care of Business

Emerging Market Kenya

1. List the three major reforms Kenya's political leaders have proposed to heal the economy. Summarize the problems caused by rising interest rates. How might reducing the budget deficit stimulate economic growth? What problems may be caused by limiting government spending? What are the ultimate goals of Kenya's economic reform plan? Discuss how some of the reforms aimed at improving the economy could have negative consequences. What measures might Kenya's leaders employ to help curb social unrest resulting from these reforms?

LINKS:
http://sbwm.erols.com/pmnet/jambo/kenya/econ01.htm
http://www.bday.co.za/98/0310/world/w15.htm
http://www.washingtonpost.com/wp-srv/inatl/longterm/worldref/country/kenya.htm

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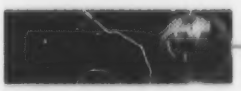

Inside Asia

S.Korea Opera

1. What similarities exist between the operatic form and traditional Korean music? What is a narrative? How does the musical audience follow the story? Do you agree that opera will appeal

to younger audiences? Why or why not?

2. Why do you think the Korean ballad, in which a singer presents a six or seven hour tale, is in danger of dying out? Why might a western-style opera be more "fun and exciting to listen to and watch?" How could an opera performance be a physically and mentally demanding experience? What sort of training is necessary? What cultural adaptations are necessary to translate western opera for an eastern audience?

3. South Korean composers and directors are finding new ways to present traditional tales through the medium of opera. Challenge students to compose an opera of a favorite myth, legend, or folktale (one suggestion might be George Washington and the cherry tree). Ask them to consider the narrative, music, costuming, and staging as they prepare the script. Perform the opera for other classes in your school.

LINKS:
http://www.castle.net/~rfrone/companys/kr-list.htm
http://korea.emb.washington.dc.us/korea/Music.htm

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Wild Kingdom

Wild Kingdom

Snow Leopard

1. What evidence exists that educational campaigns surrounding endangered species may be having an effect in Pakistan? How do the interests of environmental groups and those of the local population sometimes clash? What is the value of the snow leopard to the local ecosystem? Why do you think the snow leopard is endangered? Suggest possible ways of protecting the animals' habitat.

2. Ask small groups of students to research the snow leopard and design educational and informational campaigns to protect this endangered species and its habitat.

LINKS:
http://www.aza.org/aza/ssp/snoleop.html
http://tqd.advanced.org/11234/snowleo_any.html

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Culture Watch

Culture Watch

Japan Alcatraz Restaurant

1. Describe the unusual ambience of Tokyo's Alcatraz restaurant. Would this be a dining experience you would enjoy? Why or why not? What sort of clientele does the restaurant attract? Suggest other unusual themes for eating establishments or entertainment clubs. How does "atmosphere" add to the pleasure of going out?

LINKS:
http://japan.co.jp/~pbw/rest.htm

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Editor's Note

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TODAY'S NEWS TERMS

embargo	**sanctions**	**deficit**	**inflation**
opera	**folklore**	**snow leopard**	**habitat**

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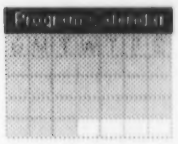
CNN NEWSROOM WORLDVIEW



June 9, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Nigerian president Sani Abacha dies, leaving a legacy of oppression.	**4:10**	5:55
In the Headlines	KOREAN PRES. VISITS U.S. KOSOVO VIOLENCE CONTINUES MIR, DISCOVERY PART WAYS	**1:35**	7:30
International Desk	One man revives interest in a native African food--a grain called "fonio."	**3:10**	10:40
Our World	Committed young people show dogs for fun and profit.	**3:25**	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:05
Top of the World	The Nike Corporation addresses charges of child labor and worker abuse overseas.	**2:55**	19:00
Inside Russia	Alexander Lebed is back as an influential force in Russian politics.	**2:30**	21:30
Culture Watch	The culture of drinking coffee is gaining ground in England.	**3:00**	24:30
Wild Kingdom	In China, one lucky panda returns to the wild after a hospital stay.	**:40**	25:10
Fast Fact	A man in Brussels would rather be called "Mr. Penguin."	**2:10**	27:20
	CNN NEWSROOM CLOSE	**:50**	28:00

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CNN TNT CARTOON NETWORK

CNN NEWSROOM

Abacha/Nigeria

1. What 1993 event launched Sani Abacha to power? What promises did he make to the Nigerian people? Were these vows fulfilled? In what ways? How did Mr. Abacha institute the principles of democracy in Nigeria? How were those principles violated? How did the international community react to human rights abuses perpetrated by the Abacha administration? In your opinion, were these actions effective? Why or why not?

2. How did widespread political unrest in Nigeria cause the economy to falter? How did the Abacha administration attempt to alleviate these problems? Were the responses appropriate? What was the ultimate result of public action to restore stability in Nigeria?

3. Why do you think Sani Abacha only appeared in public with his eyes covered? What attitude does this action symbolize? Discuss various interpretations. Do you agree that Mr. Abacha was a leader feared by his own people? How do you think this episode in Nigerian history will be remembered? What epitaph would you compose for Sani Abacha?

4. Ask students to produce a timeline of Sani Abacha's regime from its inception in 1993 to his death. Guide the class as they research major political and social events in Nigeria during the past five years and incorportate these into the timeline. Have them prepare captions for each item describing its impact on the nation's role in the international scene. After the timeline is completed, conduct a review and invite students to make predictions about Nigeria's future after Mr. Abacha's death.

LINKS:
http://www.cnn.com/WORLD/africa/9806/08/abacha.up-late/
http://www.cnn.com/resources/newsmakers/world/africa/abacha.html

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International Desk

Fruitful Idea

1. List some of the contributing factors of Africa's widespread famine. Why did the region's colonial rulers encourage people to plant

non-native crops? What is fonio? Which of its characteristics make it uniquely suited to the African climate? What is fonio's major drawback? How has the technology developed by Sanoussi Diakite made fonio a more viable crop alternative? Why is fonio "one of Africa's best kept secrets?"

2. Have students compare and contrast crops, including fonio, that may help alleviate Africa's food crisis. Invite them visit the websites listed below to research various grains that are in development across the African continent.

   Pearl Millet- A 4,000 year old grain that tolerates heat and drought better than other major cereals.

   Fonio- A West African grain that is gaining popularity, but it typically grown on small farms for home consumption. The plant does well in poor, sandy soil.

   African Rice- The native variety of this grain matures very quickly for multiple plantings.

   Sorghum- A grain that has been spreading from Africa to become a staple of more than 500 million people in 30 nations. As such, it is still relatively underdeveloped. Sorghum thrives on marginal sites where other grains fail.

   Tef- a staple of Ethiopia is ground into flour and used to make flat, fermented bread called injera that sustains millions.

   Divide the class into five groups, one for each crop listed above. Have groups consider the advantages and disadvantages of their assigned grain as evidenced by their research. After they have become "experts" on their crops, have groups write proposals for Departments of Natural Resources of African nations, either recommending the sustainable development of the grain or rejecting it as a food source to alleviate famine. Hold a mock "hunger" summit and allow groups to present their reports.

   EXTENSION: For further reading on fonio and other African crops, direct students to: *The Lost Crops of Africa. Volume I: Grains.* National Academy Press, Washington, DC. A limited number of copies of this report are available from:

   Board on Science and Technology for International Development
   National Research Council
   2101 Constitution Avenue, NW
   Washington, DC 20418

LINKS:

http://www.fews.org/fb971128/sh971128.html
http://www.scisoc.org/aacc/pubs/books/50848.htm
http://www.fao.org/waicent/FAOINFO/economic/faodef/fdef01e.htm#1.13

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Our World

Our World

It's a Dog's Life

1. Why does the sport of showing dogs require such a great commitment from owners? List some of the reasons given by the young people in the video segment for their interest in breeding and showing dogs. What other benefits might owners and pets enjoy? Explain.

2. How might amateur dog showing develop into a career? What do judges generally look for from a handler? From a dog? How might standards vary according to the breed? What sort of training is necessary? What resources are available? How does the American Kennel Club try to encourage young participants? Do you feel that showing dogs is an interesting and valuable hobby? Why or why not?

3. Hold a class discussion about the importance of the bonds between people and domestic pets. Ask students to write essays about either: a) a special pet they have known; b) a relationship between another individual and an animal that proved beneficial to both; or c) the "ideal" pet, in their opinions. Collect and publish these in an "animal album" for your classroom library.

LINKS:
http://www.akc.org/
http://www.zmall.com/pet_talk/dog-faqs/list/www-list.html

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Editor's Note

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TODAY'S NEWS TERMS

Sani Abacha	**coup**	**sanctions**	**democracy**
fonio	**drought**	**breed**	**kennel**

CNN NEWSROOM WORLDVIEW

Nike Labor

1. What charges have been leveled against Nike? How does the company plan to address these concerns? Have the allegations affected Nike's position in the market? Explain.

2. Group students. Have each research child labor and worker abuse worldwide. In what countries are these problems most prevalent? What measures are the corporations and the international community taking to improve the quality of working environments for legitimate workers? What is being done to stop child labor practices? Have groups share their findings. Discuss why child labor and worker abuse issues are difficult to regulate in many developing countries.

3. According to the video, many of Nike's customers are more concerned with shoe styles than with the conditions under which the products are made, or by whom they are made. Pose this question to students: If you liked a particular product or were a fan of a musical group or performer, would you change your mind about that product or person based on principle? Direct students to write brief essays in response to the question: Under what conditions, if any, would you boycott your favorite product or performer? Have students share their essays. Discuss the different student views on boycotts. Do boycotts hurt the consumer, the supplier, or both? Are they an effective method of "getting the point across" to the supplier? Do students think more consumers should try to influence business and political policy by boycotting some goods and services? Discuss.

LINKS:
http://www.corpwatch.org/trac/feature/sweatshops/nike.html
http://www.ilo.org/

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Lebed Victory

1. Who is Alexander Lebed? Have groups of students search the Internet and other resources to learn more about him and his role in contemporary Russian politics. Share group information. Why is Mr. Lebed "opposed by both the Kremlin and the communists?" Why do students think he appears to be popular among the electorate in his

territory?

2. Why is the "third force" often attractive to a large number of voters? What does Mr. Lebed have in common with other "third force" candidates with whom students are familiar? Have each group of students select one "third force/party" candidate from any other political system and prepare a side-by-side comparison of that candidate and Alexander Lebed. Have groups present their comparisons. What political strategies do third force/third party candidates often employ? Why do these arguments appeal to many people in a democratic setting, regardless of the particular political system?

LINKS:
http://www.cs.indiana.edu/hyplan/dmiguse/Russian/albio.html
http://www.nns.ru/e-elects/e-persons/lebed.html

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Culture Watch

Coffee in England

1. Explain how Scott and Ally Svenson found their business niche in England. Is coffee the drink one usually associates with Great Britain? What is? How does the Svensons' story help explain how the "necessity is the mother of invention" maxim can be applied to business in this situation?

2. Ask students to consider the challenges of introducing a relatively new beverage, like coffee to a culture that centers itself on tea. How would you promote the benefits of coffee? How would you minimize its drawbacks to potential customers? Could all this be done in a manner sensitive to British culture and tradition? Challenge groups of students to create 1-2 minute television advertising spots promoting coffee as "Great Grounds for a Change in Great Britain." Have groups perform their commercials for the class.

LINKS:
http://www.sfcr.co.za/newsfl.htm
http://software2.bu.edu/COHIS/subsabse/caffeine/about.htm

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Fast Fact

"Mr. Penguin"

1. Why is Alfred David known as "Mr. Penguin"? Describe some of the items in his collection. Why do you think he finds penguins so fascinating?

2. "Mr. Penguin" has become a kind of alter ego for Mr. David. Generate a class discussion about alter egos and what the term means. What would students see as their alter egos? Challenge each one to create a cartoon or caricature drawing that depicts his/her alter ego. What traits or characteristics are a part of each person's other persona? See if students can guess whose alter ego is represented in each of the pictures.

LINKS:
http://ourworld.compuserve.com/homepages/Peter_and_Barbara_Barham/pengies.htm

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TODAY'S NEWS TERMS

air quality	**child labor**	**social conscience**	**Siberia**
"Lebed Factor"	**prototype**	**entrepreneur**	**transformation**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 10, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Violence escalates on the border of Ethiopia and Eritrea.	**3:15**	5:00
In the Headlines	U.S., S.KOREAN LEADERS MEET LABOR STRIKE INTENSIFIES SEC'Y RILEY ON SCHOOL VIOLENCE	**1:35**	6:35
Business Desk	Experts are calling this the best job market for college graduates in 25 years.	**2:50**	9:25
Business Desk Extra	The Associated Press celebrates its 150th anniversary.	**3:25**	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:50
Top of the World	A commission reports on the role of Swiss banks in acquiring Nazi gold.	**3:55**	19:45
Inside Europe	An ancient map discovered in a Roman tunnel mystifies archaeologists.	**2:40**	22:25
Taking Care of Business	Starbucks Coffee brews success with a premium product and marketing savvy.	**4:40**	27:05
	CNN NEWSROOM CLOSE	**:55**	28:00

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Instructional Programs From CNN NEWSROOM Top

CNN TNT TBS CARTOON NETWORK

Ethiopia/Eritrea Border Conflict

1. Locate both Ethiopia and Eritrea on a world map. What is the reason for the fighting between these two nations? To what nation did Eritrea belong before its people secured its independence in 1993? What boundaries does Eritrea use in defining its nation? How has this interpretation of its national borders prompted violence?

2. Wars are fought for many reasons. Usually among those reasons is a dispute over land or national boundaries. Have students work in groups to learn more about the current border war between Ethiopia and Eritrea, and share their findings in class discussion. Generate a class discussion about other border wars throughout history, including present-day conflicts between India and Pakistan over Kashmir and the conflicts in the Middle East between Israelis and Palestinians. Ask students to recall whether any of the border wars they can recall have been settled, and if so, discuss their outcomes. What can be learned from these other conflicts? Do students think a middle ground can be reached between Ethiopia and Eritrea? Discuss.

LINKS:
http://etonline.netnation.com/
http://www.sas.upenn.edu/African_Studies/Country_Specific/Eritrea.html

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Business Desk

U.S. Graduate Job Market

1. Summarize the evidence cited in the video that points to a strong job market for this year's college graduates. What has happened to salaries for many entry-level positions over the past year? Why do you think they have risen? What is a "perk"? What kinds of perks can some graduates expect to get in certain job fields? Why are companies offering these perks?

2. Have students consult the Bureau of Labor Statistics site on-line (see the first website below) to determine the trend in employment in the U.S. in recent months. What do these figures suggest about the national job market? Discuss what the unemployment rate represents and how the federal government goes about securing and compiling this data.

3. Invite an official from your local labor department or a local job recruiter to address the class on job prospects in your area. How do these trends affect students? What is the summer job outlook in

your community? How does this compare to the market of previous years? Discuss.

EXTENSION: When is good employment news not-so-good-news for those who hire workers? Discuss why a strong job market causes problems for some employers.

LINKS:
ftp://ftp.bls.gov/pub/news.release/empsit.txt
http://www.bls.gov/text_only/newsrels_txt.htm

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Business Desk Extra: AP Anniversary

1. What is the AP? How did it get its start? What milestone is the organization celebrating this year? What are some of the images and events that the world has witnessed courtesy of AP? How does working for AP mean a person "is working for everyone in the business?" How does being a witness to history also mean this is a dangerous profession?

2. In the video we hear that "If journalism is the rough draft of history, then the Associated Press is one of the century's most prolific historians." In class discussion, analyze this quote and generate a discussion about what it would be like to witness history as an AP reporter. Then have each student research a specific event in history by consulting different sources and prepare a newspaper report on that event as if the student were there to witness it. Have students prepare their report in a newspaper format, including photographs (or illustrations) if possible. Share reports and discuss the challenges of covering history-making events accurately and objectively.

LINKS:
http://www.ap.org/

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TODAY'S NEWS TERMS

colony artillery militia ivory tower
perks job market The Newseum cooperative

CNN NEWSROOM WORLDVIEW
Top Of The World

Nazi Gold

1. What is the central accustation of the historians' panel concerning the Swiss banks' purchase of gold from Nazi Germany? What is the implication of this conclusion? How did the banks originally acquire the gold? Analyze the reaction from the Swiss National Bank. Why do you think the bank does intend to make "further amends" for its wartime role. What reparations, if any, do you feel the Swiss banking industry should make to Holocaust survivors and their heirs?

2. Have students research the Nazi gold issue using the websites given below. Then, challenge the class to list the findings of the Independent Commission of Experts as outlined in the video segment and in their research. Guide the class as they "prioritize" the list by seeking consensus to rank what they feel is the most important accusation first, and the least important last. After this "rewrite" of the report, have students add questions or concerns about the Nazi gold issue not considered by the historians' commission. Follow up by asking the class to make recommendations about how Swiss banks should resolve the situation.

LINKS:
http://headlines.yahoo.com/Full_Coverage/World/Swiss_Banks_and_the_Holocaust/

http://www-blockbusternet.lycos.com/wguide/wire/wire_484544_52608_3_1.html

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Inside Europe

Italy Mystery Map

1. How was the ancient map discovered? Why are archaeologists puzzled about the city depicted in the map? What features are contained in the map? Which of these are "before their time," so to speak? Why do experts know the city is not Rome? What

speculations have been made concerning the map? Do you think it is possible for there to be completely "lost" cities, such as the mythical Atlantis? Why or why not?

2. Invite individual students to "map" their towns or cities in a manner inspired by the map in the video segment. Introduce the idea that the maps will be stored in a time capsule to be opened in 2000 years. Encourage students to include definitive features and landmarks, but point out that graphic depictions are paramount, because of the changes that are certain to take place in language. After the maps are completed, ask students to evaluate one another's work. Can they "read" the maps? Are they accurate? Are they open to speculation? Are the maps representational or stylistic? How might the interpretation of a modern day map change in 2000 years? What do their responses suggest about the ancient Italian map found in Rome?

LINKS:
http://kartoserver.frw.ruu.nl/html/staff/oddens/oddens.html
http://www.harbrace.com/art/gardner/AncMed.html#Roman

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Taking Care of Business

Taking Care of Business

Starbucks

1. In what ways is Howard Schultz a "visionary?" Do you agree that Starbucks is a "great American success story?" Why or why not? Why do you think Schultz had a hard time raising capital in the beginning? What strategies did he use to encourage investors? In your opinion, what factors contribute to Starbucks' success? What are the reasons behind some of the chain's failures?

2. How does employee development figure into Schultz's business strategy? In your opinion, would Starbucks be a good place to work? A good company in which to invest? Explain. Analyze this statement: "Starbucks has managed to achieve a reputation right up there with Coke and Microsoft." Do you agree? Why are companies like Coke and Microsoft respected in the business world? Consider brand identification. Do you think consumers are more likely to buy a "known" brand than one that is less expensive and of equal quality? Explain.

3. Some of Starbucks' innovations in its product line, for better and for worse, have originated from employee ideas. Present this question to students: If you worked for Starbuck's competition, what product suggestions would you drop in the box? After

students submit their concepts, hold a mock "development" meeting where the class acts as a company review panel to adopt or reject each proposal based on its merits or drawbacks.

LINKS:
http://www.quiknet.com/~tracy/starb/

http://www.foodexplorer.com/BUSINESS/Products/NewProducts/PF10737b.HTM

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TODAY'S NEWS TERMS

Nazi Gold	**Allies**	**reparations**	**fresco**
Atlantis	**mythical**	**Starbucks**	**commodity**

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CNN NEWSROOM WORLDVIEW

June 11, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Curbing supply becomes the focus of the Drug Summit.	**3:20**	5:05
In the Headlines	CYCLONE RIPS INDIA	**1:00**	6:05
Science Desk	Coming soon to the skies above you: The Leonid Meteor Shower!	**2:55**	9:00
Science Desk Extra	CNN's John Holliman presents A View from Space.	**2:30**	11:30
Artistry in Action	The Washington Opera wants to pack the house with a younger audience.	**2:55**	14:25
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	17:25
Top of the World	Developed nations face a "longevity revolution."	**3:15**	20:40
Inside N. America	Technology makes customs clearance a smoother process.	**2:20**	23:00
Fast Fact	U.S. national parks offer a good vacation value.	**2:00**	25:00
Culture Watch	Cuban fans remember "Old Blue Eyes."	**2:35**	27:35
	CNN NEWSROOM CLOSE	**:25**	28:00

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Instructional Programs From CNN NEWSROOM

Top Story

U.N. Drug Summit

1. Why is drug trafficking a global issue? Why are smaller, developing nations facing an increasing drug crisis? What are the goals of the U.N. Drug Summit? What social and political problems arise from illegal drug abuse? How might governments work together to address these concerns?

2. Evaluate the U.S. strategy to fund a media education campaign and focus on drug treatment. Is this the best use of the money, in your opinion? Why or why not? Why do you think the U.S. does not support the crop replacement plan? Do you think this plan would be effective? Explain.

3. The U.N. provided small cash awards to young artists for designing anti-drug messages. Invite students to imagine the U.N. will recognize the person who comes up with the best fund-raising concept to finance the five billion dollar global war on drugs. Hold a contest and ask students to consider strategies including concerts, promotions, benefits, government funding alternatives, and creative business partnerships. Have the class evaluate student plans and present "awards" to the five favorites.

LINKS:
http://undcp.or.at/index.html
http://cnn.com/WORLD/americas/9806/10/drug.summit.wrap.reut/index.html

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Science Desk

Leonid Meteor Shower

1. What is a meteor shower? Why do people on earth see "shooting stars" during such periods? Why do you think the Leonid's strength is variable, with more intense showers in some years? How might astronomers predict the level of activity? Why is it important to track the cycles of astronomical events?

2. Why are satellite operators concerned about this year's Leonid shower? What is the position of companies insuring the satellites? What conclusions, if any, arose from the satellite conference held in Manhattan Beach? What precautions are operators of sensitive space hardware taking to protect their equipment? Do you think these measures will prove effective? Explain. List possible implications of satellite or space equipment failure.

3. Meteor showers result from debris left by passing comets. The Leonids specifically are small pieces of Comet Tempel-Tuttle. Stronger storms occur when the comet is closest to perihelion, which happened in February of this year. The 1998 Leonid meteor shower will likely reach

its peak in mid-November. Leo, the shower's radiant point, will be well above the eastern horizon from Western North America and the Pacific region during this period. Challenge students to use celestial maps and other resources to produce one copy of "A Viewer's Guide to the Leonid." They should diagram the shower's range, calculate dates of appearance, map prime viewing areas, provide Leonid history, and predict the peak of the storm. Publish the book and distribute it to the science classes in your school.

4. Ask students to consider the protection of orbiting space hardware and satellite equipment. Divide the class into small groups and ask them to devise strategies for preventing damage from meteors or other atmospheric debris. Groups should design prototypes consisting of drawings, diagrams, and explanatory captions. Have students present their plans in class.

LINKS:
http://www.skypub.com/meteors/leoking.html
http://www-space.arc.nasa.gov/~leonid/index.html
http://www.west.net/~barrios/met.htm
http://www.tele-satellit.com/tse/online/index_alpha.html

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Science Desk Extra: A View From Space

1. Why are television images of Discovery's current mission mostly unavailable? How is the information received from space limited by the lack of pictures? What complications did the Discovery crew encounter while docking with Mir? John Holliman does not report exactly how these problems were overcome. How do you think Cmdr. Charlie Precourt and pilot Dom Gorie "worked around" these difficulties to complete the docking?

2. Characterize the reaction of rookie astronaut Janet Kavandi to her first trip into space. How might you feel if you were travelling away from Earth? What steps would you take to prepare yourself, mentally and physically? What challenges are faced by shuttle astronauts? How do those challenges differ from those likely to be faced by Mir cosmonauts and astronauts?

3. In today's world of instant telecommunications, video transmission from space has become commonplace, something many viewers take for granted. Discovery's current mission is taking place in the dark, in the sense that television images are very limited. Review the video segment with the class and direct students to the websites given below. Focus on the lack of visual information as well as the emotions of the

astronauts as described in Holliman's report. Divide the class into pairs, with one student playing the role of an "interviewer," and the other portraying a shuttle astronaut. Ask the pairs to present their own versions of "A View From Space." Remind them the audience is in a "blackout," so they must "create mind pictures" and use imagery to convey the experience from an astronaut's point of view. Turn off the lights and have the pairs conduct the interviews.

LINKS:
http://www.spaceviews.com/features/mir/index.html
http://shuttle-mir.nasa.gov/
http://www.cnn.com/TECH/space/9806/10/holliman/

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Artistry in Action: Learning to Love Opera

1. What is your opinion of opera? Do you agree or disagree with the the young people interviewed in the video segment? Explain. How does the "Look In" program attempt to educate a new audience about opera music and performance? From what you've seen, do you think these "appreciation lessons" are valuable? Why or why not? What are the goals of the program? What suggestions would you make to organizers to help them acheive these goals?

2. Ask students to imagine they are designing a cultural education program to introduce "their" music to an elderly audience. Have them select a genre such as rap, alternative, heavy metal, etc. What "lessons" would they include to induce appreciation and knowledge of this musical style to people who may not have had previous exposure? How do they encourage open-mindedness and acceptance? How will they respond to questions and reactions from their "students?" Conclude by having the class present a short program which addresses these goals.

LINKS:
http://www.dc-opera.org/hist.html

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

drug trafficking	**"Ice"**	**substitution**	**Leonid**
meteor shower	**satellite**	**docking**	**opera**

Longevity Revolution

1. Describe the kind of social revolution that scientists in France gathered to discuss recently. What is a centenarian? What factors account for an increase in the current numbers of centenarians in developed countries? How is this a kind of good news/bad news for the rest of the population?

2. Have students work in groups to research the latest statistics on life expectancy and demographics (population statistics) in the U.S., and share their findings in class discussion. Then divide students into four groups. Have each one investigate and list the likely effects of an aging population on one of these categories: The economy, society, politics and the environment. Have each group present its ideas and discuss the challenges these population shifts present this generation (the students') as they enter adulthood. Do students agree with the expert in the video when he says that this is the "most profound...demographic in the history of humanity...it is reshaping the world's population and affecting all of our lives"?

LINKS:
http://www.chronicnet.org/chrcare/pt1ch2.htm
http://www.census.gov/
http://www.northwesternmutual.com/games/longevity/longevity-main.html

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Quick Border

1. Where is the Ambassador Bridge? Why is it a significant trade artery between the U.S. and Canada? Why is clearing customs such a time-consuming task at this bridge? What does the new system, NCAP, do to speed up the process? How might this speed translate into savings for the consumer?

2. Ask students if anyone has ever been through customs at an airport

entering the U.S. Was it a time-consuming experience? Have students relate their experiences for the class. Expand upon this idea to help students understand why the customs process is often a thorough one and how it is an even more time-consuming one for trucks full of goods entering the U.S.

3. What is the job of the U.S. Customs Service? What is NAFTA? How will it impact the job of this agency? Have students research this department and the objectives behind the North American Free Trade Agreement and share their findings. Discuss the likely impact of NAFTA on Canadian/U.S./Mexican trade and on the job of customs agents.

LINKS:
http://www.websdot.com/ambassador-bridge/siteindex.shtml
http://www.customs.ustreas.gov/

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Fast Fact

National Park Summer Travel

1. Why do you think national parks are among the most popular vacation destinations? What are some of the most visited national parks? Why should visitors to national parks plan on being "flexible?" Have groups of students visit the National Park's website below and use the information to create an informative brochure on Vacationing at America's Parks.

LINKS:
http://www.nps.gov

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Culture Watch

Cuba Remembers Sinatra

1. Who was Frank Sinatra? How is he remembered among many of Havana's people? What is their connection to him? What was the "Cold War"? Did the Cold War chill the affection many Cubans had toward this entertainer? Explain. Discuss how a performer is sometimes a kind of "ambassador" to fans in another country.

LINKS:
http://www.npr.org/news/national/1998/May/980515.sinatra.html
http://www.pathfinder.com/people/tribute/sinatra/

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TODAY'S NEWS TERMS

longevity	**Betty Friedan**	**demographic**	**NCAP**
customs	**national park**	**Havana**	**Frank Sinatra**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 12, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	Ethnic cleansing in Kosovo causes international fear and concern.	**3:45**	5:25
In the Headlines	PAKISTAN NUCLEAR SHOWDOWN DISCOVERY LANDING	**:55**	6:20
Editor's Desk	Some banks look you straight in the eye to see who you are.	**2:55**	9:15
Our World	Fifteen year-old Hanna Chang expresses her talent through classical music.	**4:50**	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	17:05
Top of the World	Prisoners held in the Iran-Iraq War tell stories of isolation and punishment.	**3:20**	20:25
Inside Africa	A hydroelectric project in Uganda is not without critics.	**4:15**	24:40
Quote	Inside-out art makes an irreversible impression.	**2:45**	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

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Instructional Programs From CNN NEWSROOM
CNN TNT TBS CARTOON NETWORK

Top Story

Kosovo

1. What is meant by the term "ethnic cleansing?" In what sense does the current situation in Kosovo recall that in Bosnia in the early 1990's? Why do experts say Kosovo is a much more complex problem? Why are Serbians reluctant to lose political control of Kosovo? How might the internal conflict expand to neighboring countries? What is the potential international impact of violence in Kosovo?

2. How does the Kosovo situation "undermine the credibility of NATO?" What threats have been made by the United States and Europe? Do you think these sanctions will be effective? Give reasons to support your answer. How does Kosovo present a dilemma for the Clinton Administration? Why is Kosovo's position less "clear cut" than that of Bosnia? Would the same solutions apply in both circumstances? Explain.

3. Many international observers are analyzing Serbian policy in Kosovo and hoping to avert what they say could be a replay of the war in Bosnia-Herzegovina. Divide the class into two groups. Have each research to design a timeline. One group should focus on events leading up to the Bosnian conflict, the major turning points in the war, and international response culminating in the Dayton Accords. The second group should enumerate major political and military developments leading to the current crisis in Kosovo. After each group has completed its timeline, display the two side by side and have students compare and contrast "past and present." What "lessons" might the international community draw from the Bosnian experience? What different approaches should be considered based on the differences inherent in each situation?

LINKS:
http://www.csmonitor.com/durable/1998/05/01/p7s1.htm
http://www.cnn.com/WORLD/europe/9806/11/kosovo.no.surprise/

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Editor's Desk

We Know Who You Are

1. Why are many financial institutions requiring fingerprints for identification purposes? How might these be more secure than passwords or other forms of identification? What are biometrics? What sciences are included in this category? Why do you think people feel "as if they are being treated like criminals" when asked to surrender biometric information? Would you mind providing fingerprints or allowing retina scanning? Why or why not?

2. What are the benefits of biometrics to businesses? What other applications can you envison for biometric science? How might biometrics lead to an invasion of privacy? What safeguards or laws do you believe are necessary to protect citizens from biometric abuses? Are the benefits greater than the possible drawbacks? How might this depend on one's point of view? Explain.

3. The science of biometrics is beginning to permeate many aspects of society. According to one of the websites below, "even Disney World pass holders hold up a finger to the biometric guardian to enter the Magic Kingdom." Ask students to examine the ethical considerations surrounding biometrics. Have small groups research biometrics and write two contrasting vignettes, one portraying biometrics in a positive light and the other illustrating possible abuses or negative outcomes. Invite groups to present the vignettes to the class. Follow up with a discussion. Which scenarios are more realistic? Which have greater moral and social implications? Is it possible to find a balance between security and fairness? Is the loss of freedom worth the protection biometric science provides to the average citizen?

4. Legislators in California are proposing two bills that would prohibit banks or other companies from trading or selling biometric information. Have students work together to compose a piece of model legislation aimed at addressing biometric issues. Encourage them to consider the needs and concerns of a broad constituency including civil libertarians and business leaders. After the bill is composed, hold a mock legislative session and allow students to debate the issue and vote on the legislation.

LINKS:
http://www.zdnet.com/complife/buz/9803/biometricid-1.html
http://www-engr.sjsu.edu/~graduate/biometrics/biomlet3.html

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Our World

Our World

Cello Prodigy

1. Why does Hanna Chang define herself as "normal" in spite of her unusual talent? Why did she choose to play the cello? How did she get her "big break?" Why does she limit her performances? How has her participation in the world of classical music allowed her to expand her horizons?

2. What is Hanna Chang's view of the connection between music and spirituality? Do you agree with her assessment? Why or why not? What is your personal talent or gift? How does it help you define

your individuality and image? In your opinion, is it important for people to be devoted to a skill or a goal? Explain. How does Hanna make sure she has a well-rounded teen experience? What sacrifices might be required from people who devote themselves totally to a calling or career? Do you think this is a wise life choice? Give reasons to support your answer.

3. Each person is unique, with special talents, gifts, and skills. Sponsor a "mutual admiration society" in your classroom. Ask students to consider each of their classmates individually. Provide each student with a class roster. Beside each name, have them indicate the most definitive aspect of each person's character; for example, one person may be an exemplary athlete, another may be compassionate, another may be intelligent, or funny, etc. Tabulate the lists outside of class to ensure confidentiality. In a follow-up session, inform each student of the "recognition" he/she earned from classmates. Have each individual write a response outlining his/her self-image to analyze how closely it reflects others' perceptions. Allow students to design a classroom "hall of fame" with an exhibit highlighting the talents of each class member.

LINKS:
http://www.adsnet.net/cello/Cello_Introduction/Cello_Introduction.html

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TODAY'S NEWS TERMS

ethnic cleansing	**Kosovo**	**Slobodan Milosevic**	**biometrics**
ethics	**prodigy**	**cello**	**NATO**

CNN NEWSROOM WORLDVIEW

Tot Of The World

Iraq's Old Soldiers

1. Where have the two men in the video spent the last several years of their lives? What does each man remember about his ordeal? Why does the video refer to these two individuals as some of "the lucky ones?"

2. What kinds of physical and psychological torture did these prisoners endure? How did they keep themselves going in spite of these

hardships? Ask students what they think would be tougher to endure, physical or the psychological punishment. Why do they think this is so? How do enemies in war often employ psychological torture as a means of getting their captives to crack under pressure? To bring the idea to students' level, have athletes and other competitors in the class discuss what it is like to "psyche up" for a game or meet, or to be "psyched out" by an opponent. Ask students to recall accounts they have read or seen of prisoners of war who have returned home after years in captivity. How did these individuals stay "psyched up"? How is the mental factor key to one's survival in captivity? Discuss why armed forces personnel are usually conditioned psychologically as well as physically before they head into battle.

3. What were the circumstances that led to the Iran-Iraq War? What were Iraq's goals in this war? Have students work in groups to learn more about this conflict and share their findings in class discussion. Why did many fear that this war could become an international conflict? How did some other countries become involved? Generate a class discussion about the historic volatility of the Gulf region and the current state of affairs among nations there.

LINKS:
http://www.homeusers.prestel.co.uk/simonides/links/iraniraq.html
http://www.encarta.msn.com/index/concise/0VOL40/0AC58000.asp
http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstdy:@field(DOCID+iq0101)

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Inside Africa

Uganda/Nile Controversy

1. What is AES? What contract has it recently won? Why is this business opportunity the source of such controversy in Uganda? Why do Ugandan officials claim the dam is badly needed? Who would benefit from the increased production of power? Why are some other business owners and environmentalists opposing this project?

2. In the video one of the local leaders says, "We realize that we'd like to have electricity, but at the same time, once you destroy Bujagali, you never recreate it." Is there a way to generate hydroelectric power without 'destroying' Bujagali? Have students work in groups to research the project and its possible effects, negative and positive. Have each group use its information to draft a list of measures that could be taken to minimize the negatives and maximize the positives, for the people, businesses, and the ecosystems in this area. Direct each group to present its recommendations and discuss whether there is an arrangement that would appease all sides.

LINKS:
http://www.interpost.no/africaindex/Update/archive/Uganda/newpower.htm
http://www.us.sis.gov.eg/egyptinf/culture/html/nile.htm

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Inside-Out Car

1. How would you describe Dan Devine's art? What has he done to convert his 1979 Volkswagen Rabbit into a work of art? What tips does he offer for people who want to emulate this artistic style? Do you like this kind of art? Explain.

2. The car is such an integral part of American culture that it has worked its way into almost every medium of art, from painting to poetry to music. Challenge each student to find an example of artistic expression that highlights the car. Have the students write brief art reviews of their samples. Direct each student to present his/her sample and review to the class. Can students think of any other popular icon that has received as much artistic attention as the car has? Why do they think the car is the focus of so much artistic effort?

LINKS:
http://www.artcars.com/

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TODAY'S NEWS TERMS

Baghdad	**Teheran**	**solitary confinement**	**hydroelectric**
Lake Victoria	**Nile River**	**icon**	**private space**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 15, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Iraq and UNSCOM agree on a plan to address disarmament issues.	**3:00**	4:30
In the Headlines	NATO WARNS SERBIA... ERITREA, ETHOPIA END AIR RAIDS	**:50**	5:20
Environment Desk	The big bad wolf can huff and puff... but this straw house still stands.	**2:55**	8:15
Ground Zero Part I	Students express their opinions about the threat of nuclear war.	**5:55**	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:15**	16:25
Top of the World	Rising crime in Mexico City has prompted a hot market in personal security.	**2:25**	18:50
Who, What, Where?	Northern Ireland's children speak out about the tensions between Protestants and Catholics.	**3:25**	22:15
Inside Asia	Vintage cars create a traffic-stopping display in Beijing.	**1:20**	23:35
Culture Watch	The war movie is an icon of American culture.	**3:20**	26:55
	CNN NEWSROOM CLOSE	**1:05**	28:00

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Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Iraq-United Nations

1. What is the basis of the agreement between the United Nations and Iraq? How will Iraq benefit from the plan? How will the U.N. and the international community benefit? What event triggered economic sanctions against Iraq? Why have the sanctions remained in force? How has the situation affected Iraq politically and economically? Why do you think the Iraqi government has agreed to resolve the disarmament issue?

2. According to the video segment, this most recent agreement represents "a breakthrough." In what ways? Why had Iraq previously resisted a timetable for eliminating weapons of mass destruction? Do you feel a two-month schedule is reasonable? Why or why not? What is the ultimate goal of the agreement for the United Nations? What is the goal for Iraq? List ways the international community might improve the chance of a successful outcome.

3. "We have completed some very searching talks and have agreed upon a schedule of work, a work program, for the next two months on outstanding disarmament issues," U.N. Special Commission Chairman Richard Butler reports. Encourage students to examine the process by which Iraqi disarmament could be reached by August. Have them use calendar pages to design model schedules, setting deadlines and goals. Ask them to consider alternatives for adjusting the timetables if cooperation begins to lag or if complications ensue.

4. Iraq has agreed to discuss a broad framework of questions with UNSCOM. Have students research to review the situation and identify points of conflict between Iraq and the international community. Follow up by challenging each student to generate a list of questions for Iraq that must be answered before economic sanctions are lifted and the United Nations declares Iraq in full compliance with its resolutions relating to banned weapons.

LINKS:
http://www.cnn.com/WORLD/meast/9806/14/iraq.butler/
http://www.un.org/Depts/unscom/index.html

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Environment Desk

Straw Bale House

1. How does a house using baled straw compare to a wood framed house in a)fire safety, b)insulation, c)success in wet climates?

2. What other advantages and disadvantages are there to using baled straw? What geographic locations within the Unites States would be best for houses of this type? Which locations would not be? Why?

3. Why does straw offer superior insulation? If straw is more environmentally friendly and effective as an insulator, why do you think many building codes prohibit its use? Why do you think building codes that prohibit straw would allow the use of styrofoam, a substance much less environmentally friendly?

4. Have your students compare the insulating ability of baled straw to wood and styrofoam by measuring the time it takes for a hot or cold temperature to change within a box of each substance. Students can make a straw box by using twist ties to bind together straw obtainable from a home improvement store. Wood and styrofoam should also be available at the home improvement store. Have students place an ice cube and a thermometer inside each of the boxes. At one minute intervals monitor the temperature changes, write them down, and compare. (NOTE: Another way to do this would be to place a cup of hot water in the boxes along with the thermometers and compare the changes in temperatures over time.)

LINKS:
http://enso.unl.edu/ndmc/watch/12may98.htm
http://solstice.crest.org/efficiency/straw_insulation/history.html
http://www.umt.edu/kaimin/oldkaimins/03-10-95/NhogWild.html

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Special Series

Special Series

Ground Zero: Part I

1. What recent events have increased public awareness of nuclear proliferation? How has the world community responded to the heightened tensions between India and Pakistan? Characterize the statements made by the students interviewed in the video segment. Does it seem a majority of them are worried about the threat of nuclear war? How might their backgrounds or beliefs affect the level of their concern? Consider the question presented in the video: "On a scale of one to ten, with 10 being very afraid, how afraid are you of nuclear war?" Give reasons to support your answer. What events or situations temper your point of view?

2. In the 1950's and '60's, dread of nuclear war permeated the national consciousness. People built and stocked bomb shelters, schools sponsored civil defense drills, and parents worried about their children growing up under the shadow of nuclear fear. Discuss public reaction to the onset of the nuclear age with the class. Do students feel that concern over nuclear proliferation has increased or decreased? Challenge students to conduct an informal survey of people of different generations to gauge levels of concern about the international nuclear threat. Have them design a series of questions to solicit opinions about nuclear proliferation from three age groups, people over 60, adults aged 25-59, and people 24 and under. Students should present the same survey set to each group, seeking a random sample. Responses should reflect a range of opinion, for example respondents may rank issues as very important, or not important at all. Guide students as they tabulate the results of the survey. Does age affect the level of concern about nuclear war? What factors may contribute to generational differences, if any?

LINKS:
http://www.stimson.org/zeronuke/sites.htm
http://www.igc.apc.org/disarm/dt.html
http://www.igc.apc.org/disarm/nptabc.html

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TODAY'S NEWS TERMS

Richard Butler	**Tariq Aziz**	**UNSCOM**	**sanctions**
straw bales	**nuclear age**	**styrofoam**	**renewable resource**

CNN NEWSROOM WORLDVIEW

Top Of The World

Personal Security in Mexico

1. Why are the citizens of Mexico City flocking to personal security exhibitions? What kinds of items are on display there? In your opinion, do these items truly "protect" citizens from becoming victims of crime? State your rationale.

2. There are several factors underlying the recent increase in crime in Mexico City. Assist groups of students in locating Internet and other resources to learn more about the crime wave in that city and its possible causes, and share their findings. Discuss the reasons why many citizens are relying on the personal security measures seen in the video. Why have some people lost faith in law enforcement?

3. Is crime a problem in your community? If so, what can people do to protect themselves and to prevent themselves from becoming crime victims? Invite a local law enforcement officer to discuss recent crime statistics for your area. What are the most common crimes committed? How is law enforcement responding to these crimes? What can the average person do to protect himself/herself? Direct the class to use this information as well as information gathered from additional resources to compile an informative brochure on personal safety.

LINKS:
http://www.pacificnews.org/jinn/stories/2.01/960112-crime-rate.html
http://www.latinolink.com/travel/0321TMEX.HTM
http://www.ncpa.org/ba/ba144.html

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Who, What, Where ?

N. Ireland's Children

1. Generate a class discussion focusing on student reactions to this segment. What surprised students most about what they saw and heard? Do students know the reasons behind the animosity between Catholics and Protestants in Northern Ireland? Have students work in groups to research the history of this conflict and the recent "Troubles" that have plagued Northern Ireland. Have each group make a formal presentation of its findings.

2. The people of Northern Ireland recently approved an agreement aimed at peacefully resolving the conflict between Protestants and Catholics. Review with students the basic elements of that agreement. Challenge each student to assume the role of one of the young people interviewed in the video, but projected 20 years into the future. Acting as that person, each student should write a letter to a pen pal in the U.S. explaining how Catholic/Protestant relations have improved or worsened since the agreement ratified in 1998. Have each student read his/her letter. What is the general consensus in the class regarding the future of Northern Ireland?

LINKS:
http://www.dhc.net/~mcneice/history.htm
http://www.nio.gov.uk/agreement.htm
http://www.sltrib.com/krt/ireland/html/c.htm

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China's Vintage Cars

1. What kinds of cars could one see at the rally recently held in Beijing? How are these vehicles different from what Beijing's residents and visitors usually see in their streets? Why do you think these vehicles are seldom seen in China?

LINKS:
http://www.cei.gov.cn/sicnet/siccew/cewhtm/q050.htm
http://www.wardsauto.com/specrep/china.htm

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War Films

1. According to those interviewed in the video, how do war movies differ? Among the veterans interviewed in the video, which films are known for their "realism?" Which are "exaggerations?" Why do they call World War II "the last period of romance" for war movies? Do you agree with this assessment? Why/why not?

2. Challenge each student to watch and write a review of one war movie from any time period. As they watch, students should note their opinions of the essential elements of the film, such as plot, characters and setting, as well as any other important aspects of the chosen movie. Have each student present his/her review to the class. Which movies did students like? Why? Cite script lines and character traits in each that give the viewer an insight into American culture.

LINKS:
http://users.aol.com/MUMBLESAIL/warmovies.html
http://www.reviewmaster.com/my-war.htm
http://www.thehistorynet.com/MilitaryHistory/editorials/1997/1097.htm

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

armor	productivity	Catholic	Protestant
"The Troubles"	vintage	Beijing	veteran

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 17, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	President Clinton sets the agenda for his trip to China.	**4:00**	5:30
Pop Quiz	When did China detonate its first nuclear bomb? December 16, 1964	**:30**	6:00
Ground Zero: Part III	Since the development of the atomic bomb, many nations have entered the nuclear arms race.	**5:10**	11:10
Business Desk	Many businesses are offering incentives to attract young workers.	**2:50**	14:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	17:00
Top of the World	An uncertain economic future prompts labor unrest in South Korea.	**2:50**	19:50
Newsquote	Environmentalists warn of dire consequences if marine resources are not protected.	**2:30**	22:20
Inside Europe	France's new super-stadium is open to both fans and critics.	**3:25**	25:45
Culture Watch	A winning chess team from New York earns a trip to the championship.	**2:00**	27:45
	CNN NEWSROOM CLOSE	**:15**	28:00

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Instructional Programs From CNN NEWSROOM
CNN TNT TCM CARTOON NETWORK

Top Story

China Plans

1. Summarize the two commitments President Clinton wants from China's leaders when he visits their country later this month. Why are U.S. authorities concerned about China's missiles? How could an agreement to retarget these missiles earn President Clinton political points with the public and with Congress? Why is the Clinton Administration worried about China's currency? Why are Chinese officials considering devaluation? How could the devaluation of the Yuan lead to economic problems in the U.S.?

2. What kind of speech is President Clinton planning to deliver at Beijing University? Why is the human rights issue a sensitive one for the Chinese? Have students work in groups to research China's record on human rights and share their findings. Discuss why President Clinton has been criticized for some of his decisions and actions regarding China by proponents of human rights. Then reconvene student groups and tell them to pretend they are advisors to the President. What would they suggest he say or do to promote the human rights message to the Chinese while not appearing to publically lecture them? Have each group brainstorm and present a list of ideas.

LINKS:
http://www.pathfinder.com/news/latest/RB/1998May23/306.html
http://www.igc.org/hric/

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Special Series

Special Series

Ground Zero: Part III

1. What is the significance of July 16, 1945? What was the "Manhattan Project"? How did this project forever change the popular perception of what it means to do battle with an enemy?

2. Describe the survivor account of the atomic bombing of Hiroshima. How was the atom bomb capable of such mass destruction, both in human and non-human terms? How did the Soviet Union's acquisition of nuclear weapons in 1950 actually make it less likely that these weapons would be used "in a traditional way"? What is MAD? How does this doctrine provide a kind of insurance policy for each country that has nuclear weapons? Do you think that the current nuclear testing conducted by India and Pakistan supports the MAD theory or puts the world closer to the brink of nuclear war? Explain.

3. Have students work in groups to learn more about the development of the atom bomb and its deployment against Japan in WWII. How did President Truman present his decision to use this weapon to the American people? Were they supportive? Have groups share their findings in class discussion. Discuss whether/under what conditions history could repeat itself in this instance. After what happened at Nagasaki and Hiroshima, do students think there could ever be popular support for this kind of weapons deployment? To what extent is popular opinion, both domestically and internationally, a deterrent to nuclear war today? Discuss.

EXTENSION: Discuss how the collective opinion of the international community can be used to influence the behavior and policies of nations regarding nuclear weapons. Cite recent examples in the news about Iraq, Pakistan and India, among others, to underscore the point that other nations often use economic and political "weapons" to slow down the arms race.

LINKS:
http://www.brook.edu/FP/PROJECTS/NUCWCOST/MANHATTN.HTM

http://vaxxine.com/fa/fermi/manhatta.html
http://www.envirolink.org/issues/nuketesting/hiroshim/
http://www.envirolink.com/issues/nuketesting/

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Business Desk

Help Wanted

1. What are the employers in this video doing to attract young workers? Describe the incentives these companies and others are offering that previously would not have been available to entry-level employees. Explain why a good job market is not necessarily good news for employers. What problems often arise when job hunters can afford to be choosy?

2. In the video we learn that some companies have put the brakes on expansion because they are understaffed. Discuss how some worker demands (i.e., working only morning hours when peak shopping hours are evenings and weekends) are affecting business operation and growth. Then divide students into small groups and have each choose a kind of business that employs young people and entry-level workers (for example, grocery stores, retail clothing stores, restaurants, movie theaters). Direct each group to come up with a list of recommendations for its

specific type of business that would attract workers so that the business could become profitable and expand. Encourage groups to be creative. Have each group present its ideas and discuss how these incentives would enable businesses to capitalize on a strong labor market, not suffer as a result of it.

LINKS:
http://www.pathfinder.com/money/latest/press/PW/1998May20/30.html

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

human rights	**Tiananmen Square**	**incentive**	**entry-level**
"Trinity"	**H-Bomb**	**Cold War**	**Enola Gay**

CNN NEWSROOM **WORLDVIEW**
Top Of The World

South Korea Labor Woes

1. What are the major complaints of South Korean workers? Why are new government labor laws at the center of the protests? How did the government respond to the widespread demostrations? Why do you think Amnesty International is involved? What implications does the current situation have for the future of South Korea's economy?

2. What is the role of the International Monetary Fund? How do the requirements of its program affect South Korean government policies? How do they affect workers? What conflicts are inherent in the restrictions placed on Korean business practices? Who stands to gain the most in the short run? In the long run? Who stands to lose? What predictions are analysts making about the goals and outcomes of the restructuring process? What predictions can you make based on the information given in the video segment?

3. South Korean strikers are singing songs and composing slogans and chants to promote their cause and rally support. Invite students to write poems, songs, slogans, or speeches they feel express the workers' point of view. Next, follow up by having them repeat the process, expressing the position of government and business leaders. Ask students to perform these in class.

Follow up with a discussion. What kinds of appeals are successful? Why is it effective to reduce a complex cause to a simple rallying cry? What is the aim of a demostration? How might opposing sides get their messages across to win support?

LINKS:
http://headlines.yahoo.com/Full_Coverage/World/South_Korea_Strike/
http://www.igc.apc.org/workers/korea/#relates"

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Deep Sea Trouble

1. Why are environmentalists concerned about the state of the world's oceans and marine life? How does conservation of wetlands apply to the wider problems of ocean conservation? What steps are being taken in the area of public education? How is governmental policy changing to further protect oceans and wetlands? What is the economic impact of coastal and water pollution? What is the social cost?

2. Conservation groups have begun a letter writing campaign to urge the Clinton Administration to support preservation of vital marine resources. Encourage students to use the websites below to research ocean and wetlands pollution. Have them write their own letters expressing their opinions concerning this issue.

LINKS:
http://www.wh.whoi.edu/noaa.html
http://www.cmc-ocean.org/3_pt/index.html
http://www.nos.noaa.gov/

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Inside Europe

France Stadium Tour

1. What elements of the Stade de France's design make it uniquely suited as a soccer stadium? How did engineers plan for future usefulness? What complaints have been raised by critics of the new stadium? Why is crowd control a major consideration? How did designers respond to this challenge? It is pointed out in the

video segment that the quality of the hotdogs was under analysis. Is this an important effort? Why or why not? How might attention to the "details" improve the experience of sports fans visiting the stadium?

2. Allow small groups to select a sport and design a stadium they believe to be the "perfect" venue. Have them consider the elements of sustainable use, fan accessibility and comfort, crowd control, safety, player comfort, visibility, maintenence, funding and cost. Which elements take priority? Groups should present their designs and explain the rationales behind their plans.

LINKS:
http://www.plaine1998.com/fr/agenda/
http://www.france98.com/english/venues/body.html

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Culture Watch — Culture Watch

Inner City Chess

1. Why do you think the Bronx students have devoted themselves to the game of chess? What benefits does the coach believe his players have received? Do you think the students' reasons for participating might differ? How and why? What tangible rewards will this Bronx chess team earn? What intangible rewards do you think they may gain?

2. What are the goals of the "In the Schools" program? Why do you think chess dramatically improves reading scores? What other academic subjects apply to the game of chess? One player says, "...it makes you think and helps you in school." To what other areas of life could one adapt the skills and perspectives of chess?

LINKS:
http://moon.jrn.columbia.edu/BronxBeat/indices/031097/chess.html
http://www.msvu.ca/chess/macenult.html

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Editor's Note — Editor's Note

TODAY'S NEWS TERMS

strike	**militant**	**IMF**	**Amnesty International**
erosion	**marine life**	**coral**	**coalition**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 18, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:30	1:30
Top Story	More Albanians in Kosovo abandon non-violence in favor of armed insurrection.	3:25	4:55
Ground Zero: Part IV	The key-materials to make nuclear weapons are available to countries that want them.	2:55	7:50
Ground Zero: Part V	The disposal of nuclear waste is often a controversial issue.	3:10	11:00
Science Desk	A new drug offers hope for those with coronary artery disease.	2:45	13:45
	TOSS TO CNN NEWSROOM WORLDVIEW	2:30	16:15
Top of the World	A healing ceremony in Thailand reunites captors and captives.	3:30	19:45
Short Take	Koreans and Americans take a shot at improving relations.	:50	20:35
Inside N.America	Young Blackfeet fight for a chance at a better life.	7:05	27:40
	CNN NEWSROOM CLOSE	:20	28:00

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Instructional Programs From: CNN TNT TBS CARTOON NETWORK CNN NEWSROOM

Top Story

Balkan Conflict

1. Review the reasons behind the conflict between ethnic Albanians and Serbs in Kosovo. What is the Kosovo Liberation Army? Who does the

U.S. support in this struggle? What are the limits of that support? Why do you think the United States will not endorse independence for the ethnic Albanians?

2. Who is Ibrahim Rugova? What is his approach to ending Serbian control of Kosovo? Why do many who support his goal disagree with his approach? What influential "friends" does Mr. Rugova count among his supporters?

3. In the video we learn that there is dissention among ethnic Albanians as to how best to achieve their goal of independence. Some advocate non-violence, others support the KLA and armed conflict. Ask students to consider what is happening in Kosovo and think about what they would do or say to persuade as many people as possible to support one of these strategies. Citing evidence gathered from history and previous political movements, have students write brief persuasive essays promoting either non-violence or armed conflict towards the goal of independence for Kosovo.

LINKS:
http://public.srce.hr/~mprofaca/kosovo01.html
http://washingtonpost.com/wp-srv/inatl/longterm/balkans/balkans.htm

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Special Series

Special Series

Ground Zero: Part IV

1. Explain how the atom-splitting process is the basis for nuclear weaponry. How did bomb-makers "enhance" the fission process to create a more deadly bomb? What countries are known to have thermonuclear weapons? What countries are believed to be building less complex nuclear arms? What components must a nation have in order to have the capability to build a nuclear bomb? Are there limits to these components? Explain. Why are U.S. officials more concerned about nuclear weapons created during the Cold War than about the possibility that some nations are currently creating new weapons?

2. In small groups, have students research the process of fission and fusion. Challenge each to create a way to explain this process in a clear and concise manner. Groups may wish to create posters, slides, overhead transparencies, or any other visual aides to assist them as they present their findings.

LINKS:
http://ep.llnl.gov/informal_science/fusion/redfyf9.html
http://www.engr.wisc.edu/groups/rxtr.lab/fission.htm

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Special Series

Ground Zero: Part V

1. What is WIPP? Where is this facility located? Why are its opponents concerned about the facility and its contents? How do experts respond to these charges?

2. What is nuclear waste? Working in groups, have students consult the first two Internet sites below and other resources to learn more about what nuclear waste is and why many people worry about its storage. Then have groups focus their research on new ideas for nuclear waste disposal. Reconvene the class and have groups share their findings. Then refer back to the video. What kinds of wastes are to be disposed of at the Waste Isolation Pilot Plant in New Mexico? How will this waste be discarded? In class discussion, compare this method of nuclear waste disposal to the methods students have researched. Based on students' information, are there safer methods of disposal? If so, are there any downsides to these methods? Discuss.

3. Some who debate the disposal of nuclear waste argue that this is just as much a political issue as a scientific issue, because it involves the issue of federalism. Have students find a definition for this word and discuss how the U.S. Government and state governments could be at odds regarding nuclear waste. New Mexico's environmental officials have voiced their concern about the waste that will enter the WIPP in their state, but officials with the U.S. Department of Energy insist there is no threat to safety. Which do students think should have the final word in this debate, the federal government agency or the state? Discuss the pitfalls of federalism from both perspectives in cases like these.

   LINKS:
   http://www.cen.uiuc.edu/~d-chang/nuce201b.html
   http://www.cen.uiuc.edu/~d-chang/nuce201d.html
   http://www.ilsr.org/columns/nukecolumn.html

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Science Desk

"Super Aspirin"

1. For what purpose is the new drug Aggrastat used? What improvements does it offer for angina patients? How does it work? What is significant about the development of this drug? What is the source of this medication? Is Aggrastat a long term "cure" for heart patients, or a treatment to prolong life? Explain.

2. When arteries narrow due to cholersterol build-up, a small blood clot is all it would take to completely block blood flow. Clogging of the arteries (called coronary artery disease) results in angina if the artery is supplying blood to sustain the heart, or heart attack if the artery is bringing blood rich in oxygen away from the heart to the rest of the body. Aggrastat is a blood thinner, which means it prevents platelets in the blood from clotting. Who might want to avoid using this drug? Why? What difficulties might a patient experience if he or she required heart surgery while taking Aggrastat?

3. The news story mentions angioplasty and bypass surgery as other treatments for angina and coronary artery disease. Have your students research angioplasty, bypass surgery, and uses of Aggrastat using the web sites below or another current resources. From their research, have students write a physician's guide entry conveying when they think each procedure should be used.

LINKS:
http://www.pslgroup.com/dg/2116E.htm
http://www.heartinfo.org/news98/aggrastat61098.htm
http://www.cardio.com/articles/ang-vol.htm
http://www.mayohealth.org/mayo/9510/htm/bypass.htm

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Editor's Note

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TODAY'S NEWS TERMS

KLA	**fission**	**fusion**	**aquifer**
hazardous material	**nuclear waste**	**angioplasty**	**angina**

CNN NEWSROOM WORLDVIEW

Top Of The World

Thailand POW's

1. Why are British WWII veterans who were held prisoner in Japan dissatisfied with Japan's current position concerning their history? What efforts is the Japanese government making to reconcile the past? What was the purpose of the ceremony in Thailand? Why was the event an emotional one for all participants? Why did some British veterans' groups refuse to participate? Do you feel their point of view is a valid one? Why or why not?

2. Describe Japan's treatment of their prisoners of war. What cultural

influences could have had an impact on Japan's wartime policies? Why was the location of the recent ceremony in Thailand significant? If you had been one of the former POW's, would you have attended the ceremony? Would you have wanted to go on the train ride? To the cemetery? Why or why not?

3. Why do you think both nations are cooperating to rebuild mutual respect? Why does the Japanese government refuse to apologize to the former POW's? In your opinion, is the apology necessary? The U.S. government apologized to Japanese-Americans who were forcibly interned during the same time period, World War II. Do you think that modern leaders can ask or receive forgiveness for historic wrongs perpetrated by those who came before? Explain your point of view.

4. Pair students and ask them to portray a former Japanese captor and a former British prisoner of war who meet at the ceremony in Thailand. Have each pair compose brief vignettes illustrating a conversation between the two. As the pairs present their role-plays for the class, discuss how the personalities, values, and backgrounds of the specific individuals involved affect the dialogue between the two. Do apologies occur? Is forgiveness possible? How might the two nations in this story, Japan and Britian, forge a new relationship based on the experiences of their citizens who attended the Thai memorial?

LINKS:
http://www.arts.cuhk.edu.hk/NanjingMassacre/nmnwe98.html
http://www.ccnet.com/~suntzu75/jpwcrmz.htm
http://www.itn.co.uk/Britain/brit19980526/052603.htm
http://www.yahoo.co.uk/Arts/Humanities/History/20th_Century/World_War_

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Inside North America

Blackfeet Boxing

1. Why do you think life is so difficult for most of the residents of Montana's Blackfeet reservation? Why do coaches Gilbert Wall and Newton Racine believe boxing develops character in the young people in the community? In your opinion, is boxing the most appropriate sport they could have chosen for the Junior Olympic program? Why or why not?

2. Why is good sportsmanship central to participation in the boxing program? How do teachers say boxing benefits their students academically and socially? How has youth boxing built community involvement and pride? What other ways could these goals be achieved?

LINKS:
http://www.lewis-clark.org/black_today.htm
http://www.servenet.org/ysanet2/fse/margolin.html
http://www.olympic-usa.org/sports/az_3_7_5.html

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Editor's Note

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TODAY'S NEWS TERMS

reconciliation	**compensation**	**River Kwai**	**Burma**
Blackfeet	**reservation**	**mentor**	**boxing**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 19, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Many international fans fall victim to World Cup ticket scams.	**3:40**	5:10
Capital News	CLINTON NOMINATIONS... TOBACCO BILL...	**1:05**	6:15
Ground Zero: Part VI	What good are weapons so destructive that everyone is afraid to use them?	**4:30**	10:45
Editor's Desk	Experts say Thomas Jefferson sometimes struggled for the right words.	**3:20**	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:55**	16:00
Top of the World	In spite of rising crime, Mexico is still the destination of many U.S. tourists.	**2:35**	18:35
Inside Africa	Egypt struggles to rebuild its tourist industry after a terrorist attack.	**3:30**	22:05
Culture Watch	Thai art treasures are up for auction as the economic situation worsens.	**2:45**	24:50
Taking Care of Business	Asia's economic woes are having a ripple effect on America's farms.	**2:10**	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programs From CNN NEWSROOM
CNN TNT TCM CARTOON NETWORK

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Top Story

Top Story

1. Review the history of soccer and the World Cup as discussed in the video segment. Why are the participants somehow considered "ambassadors?" How does sports competition help build understanding between nations? How does it sometimes increase tensions?

2. Why do you think soccer is the world's most popular sport? Why is there a huge international demand for tickets to the World Cup? How might the high competition for tickets create a proliferation of scams and ripoff schemes? What is a black market? What sorts of commodities are more likely to be traded in this manner? Why?

3. List some of the various ticket scams perpetrated against fans? Is "scalping" tickets a crime, in your opinion? Why or why not? How has the French government attempted to control fraud surrounding the World Cup? Have these measures proven effective? Explain. How might the organizing committee have contributed to the problem? What reparations, if any, should be made? How might World Cup officials prevent the same think from happening in the future?

4. Challenge students to devise a structure for 2002 World Cup ticket sales that will minimize the opportunity for fraud. Have them consider security, control measures, record keeping, and the need for international distribution. What difficulties can they forsee? What safeguards are needed to prevent "scams" and "scalping?" How will they protect fans who become victims of unscrupulous rip-off artists?

LINKS:
http://www.zolex.com/france98.htm
http://www.cypango.net/~bela/football.html

http://www.infoseek.com/Titles?qt=World+Cup+ticket+scam&col=NX%2Crf_i500sRD%2Ckt_A%2Cak_news1486&sv=CN&lk=noframes&nh=10&ud0=www.cnn.com&ud2=www.cnn.com%2Fimages%2F9709%2Fcnn_infoseek.gif

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Special Series

Special Series

Ground Zero: Part VI

1. How did the buildup of nuclear weapons form the political and social paradigm of the "Cold War?" Why would some term the standoff a "success?" What was the cost of the uneasy stability of the Cold War decades? What were the political and social failures that arose from nuclear proliferation? To what factors would you attribute the fact that nuclear disaster has not occurred? How might the world community best prevent

widespread nuclear destruction in the future?

2. What is the difference between a strategic nuclear weapon and a tactical nuclear weapon? Which is most likely to be used in modern warfare? Why? What are the drawbacks of the most advanced weapons technology? How might military scientists provide for "defense against their own offense?" According to the video, experts say nuclear weapons will soon be obsolete. How do you interpret this statement?

3. Ask students to discuss the idea that, "nuclear weapons are not weapons of war, they are political weapons." Divide the class into two groups representing two major nuclear powers. Using the websites below, have each research the development of nuclear weapons technology and underlying political and military strategies. Within each group, students should debate the future of weapons development. Is increased nuclear force a deterrent? Would the money be better spent inventing advanced conventional warfare technologies? Would they be prepared to enter a treaty to dismantle nuclear arms? After each group comes to a consensus, hold a summit between the two "powers." Are their strategies compatible? What areas of cooperation are possible? What is the best way to deter either power from "crossing the nuclear threshold?"

LINKS:
http://www.stmartin.edu/~dprice/cold.war.html
http://wso.williams.edu/~globe/Nuketoc.htm

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Editor's Desk

Jefferson Letter

1. What is meant by "separation of church and state?" What U.S. laws are based on this concept? Why is the letter written by Thomas Jefferson in 1802 integral to the separation of church and state? How might the discovery of Jefferson's revisions to the letter affect judicial interpretations of this principle?

2. Why did critics consider Jefferson an atheist? How would his ideas of church and state separation apply to this particular political situation?

3. What is significant about the terms Thomas Jefferson crossed out? When writing, do you sometimes alter the words to change the tone of the message? What about the meaning? Why might Jefferson have felt the need to edit himself in this instance?

4. Why do you think the FBI lab was asked to evaluate Jefferson's letter? What technologies enabled forensic scientists to determine the crossed out words? What other historical documents may lend themselves to this sort of

analysis? What are the implications of this capability? How could it change the way we "read" history?

5. At the Constitutional Convention of 1787, Benjamin Franklin remarked, "When you assemble a number of men, to have advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion...From such an assembly can a perfect production be expected? It therefore astonishes me...to find this system approaching so near to perfection as it does." Invite students to analyze the compromises political leaders and philosophers make in the interest of fairness and diplomacy. Ask each student to research famous speeches, statements, or political documents and select a passage for analysis (many may be accessed using the last two websites given below). Have them determine the context in which the passage was first presented, and study the character of the speaker or writer. Guide students as they "revise" the passages to reveal what they believe to be the "unvarnished version" reflecting "prejudices, passions, or errors of opinion." For example, it is said Jefferson first wrote the inalienable rights were "life, liberty and property." How would this have been in line with his lifestyle and personal beliefs? Allow students to read their revisions to the class and explain the rationales behind their edits.

LINKS:
http://history.hanover.edu/19th/JEFFERSO.HTM
http://www.skyenet.net/~gerryr/title.htm
http://www.excite.com/careers_and_education/reference/politics_and_government/documents/us_documents/us_constitution/
http://www.stkate.edu/library/internet/speeches.html

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Editor's Note

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TODAY'S NEWS TERMS

World Cup	**Association Sport**	**black market**	**scalping**
tactical	**strategic**	**manuscript**	**Thomas Jefferson**

CNN NEWSROOM WORLDVIEW

Top Of The World

Mexico Crime and Tourism

1. Cite information from the video to that indicates Mexico has a serious crime problem. Are Americans the only targets of these criminals? Explain.

How has the U.S. Embassy reacted to this crime wave? Have U.S. authorities issued a travel warning for Americans planning to visit Mexico? Explain. Why do you think the Embassy has reacted slowly? How could a sudden downturn in travel from the U.S. might affect Mexico's economy?

2. What are some of the safety tips authorities are issuing to Americans traveling to Mexico? What safety tips would you suggest to any traveler, especially to those traveling to unfamiliar places? Have students work in groups to research some of the things travelers can do to protect themselves against crime, and share their findings. Combine all groups information into an informative brochure and distribute it to other classes for their use during the summer and holiday traveling seasons.

LINKS:
http://www.usbc.org/info/mexwatch/9810.htm
http://mexicool.com/~vad/travel/default.html

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Egypt Tourism Decline

1. Why has international tourism to Egypt declined over the past few months? Who was responsible for this attack? How are Egyptian authorities coping with this crisis?

2. Although many tour operators are reluctant to resume business in Egypt, the government is hopeful that the country's beauty and history will win tourists back. If you had a vital interest in Egypt's tourist industry, what would you say or do to persuade travelers to visit? Pose this question to groups of students, then have each research information on Egypt's tourist attractions and natural wonders. Direct each group to prepare and present a multimedia presentation designed to revive the tourist trade in Egypt.

LINKS:
http://www.go-global.com/warnings/Egypt.html
http://www.infohub.com/TRAVEL/TRAVELLER/AFRICA/egypt.html

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Thai Art Auction

1. Why is the government of Thailand auctioning off valuable art pieces? Why is the true value of the collection much higher than the bids that have been offered? What other assets are about to be auctioned?

2. What is the Financial Restructuring Authority? Have students work in groups to learn more about the activities of this authority and the circumstances that have made these activities necessary. Discuss how tough economic times affect the market prices of collector and luxury items. Ask students whether they believe the items being auctioned will bring their full market value.

LINKS:
http://www.pathfinder.com/asiaweek/98/0220/cs1.html

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Taking Care of Business

Taking Care of Business

Farm Woes

1. What has happened to the price of corn since Vince Faivre began planting it on his farm? What is to blame for this nosedive in price? What is the "Freedom to Farm" bill? How could it impact the financial well-being of many farmers suffering as a result of the Asian crisis?

2. Assist students in researching "Freedom to Farm," the Federal Agriculture Improvement and Reform Act. Have students share their information. Generate a class discussion about the pros and cons of this legislation. Why are some farmers opposed to the bill, while others favor it? What are subsidies? How does this legislation impact the subsidy system already in place for farmers? Critics of farming subsidies claim that farmers, like other businesspeople, should be prepared to take the risk that their businesses may fail. Proponents of farm subsidies argue that other kinds of businesses have been "rescued" by the government. With whom do you agree? Why? Discuss.

LINKS:
http://ok-living.com/agricult/farmbill.htm
http://www.primuslabs.com/primus/fbill0208.html

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Editor's Note

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TODAY'S NEWS TERMS

Aztec	**metropolis**	**embassy**	**antiquity**
Luxor	**auction**	**safety net**	**profit**

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CNN NEWSROOM WORLDVIEW

June 22, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Israel's plan to expand Jerusalem may put the brakes on the peace process.	**4:20**	5:50
In the Headlines	GM STRIKE UPDATE MOSCOW STORM TOLL FLORIDA FIRES	**1:05**	6:55
Environment Desk	Scientists and students try to save the albatross.	**3:05**	10:00
Pop Quiz	What dinosaur fits this description? Answer: Tyrannosaurus Rex	**:25**	10:25
Dinosaur Remains	Paleontologists get information from what the T-Rex has left behind.	**2:20**	12:45
Sports Page	For some, the U.S.-Iran World Cup match was more than a game.	**1:20**	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:05
Top of the World	Unemployment is rising in Hong Kong due to a dramatic decrease in tourism.	**2:55**	19:00
Information Please	Johannesburg's downtown blight causes problems for the tourist industry.	**2:50**	21:50
Did You Know?	India's nature reserves are home to many species of migratory birds.	**2:05**	23:55
Short Take	An ice cream company in Singapore scoops up the record for largest balloon sculpture.	**:40**	24:35
News Quote	Caterers make working on the	**2:40**	27:15

movie set a "tasteful" experience.

CNN NEWSROOM CLOSE	:45	28:00

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Jerusalem's Reach

1. What plan by the Israeli government has some of Israel's neighbors and allies angry? Why is Prime Minister Netanyahu expanding the city's boundaries? Do all Israelis support this move? Explain. Why are Palestinians upset over this action? How has the Israeli government responded to their fears? What is the feeling of the Clinton Administration on the issue of Jerusalem's expansion? Why do many analysts believe that President Clinton's objections will fall on deaf ears in Israel?

2. Who has claims to the city of Jerusalem? Have students work in small groups to identify the claims of both the Palestinians and the Israelis and discuss the reasons why each side believes the city is theirs. Discuss how these reasons underscore Israel's rationale for expansion of the city, and why the Palestinians feel this threatens their existence.

3. In the video we hear that the status of Jerusalem is a "red button" issue. It is also called an "apple pie" issue for Prime Minister Netanyahu. Discuss what these labels mean and have students identify a local issue that could be defined as a "red button" or an "apple pie" issue. Discuss how political leaders often use these kinds of issues to rally citizens. Besides expanding the city of Jerusalem's tax base, what else is Prime Minister Netayahu attempting to do?

4. The Egyptian media has called Mr. Netanyahu's plan an "aggression on the peace process." Jordan has called it "provocative," and accused the Israeli government of pursuing "anti-peace measures." Read these statements and discuss student reactions. Why do they think these words were chosen in each expression of opposition? How might leaders in Egypt, Jordan and other countries use this opportunity for political "spin"? Have students work in groups to find other reactions to the expansion plan and analyze each in a brief report.

LINKS:

http://www.jpost.com/
http://www.mta.ca/faculty/humanities/religious/1671/hl229.htm

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[redacted] Environment Desk

Albatross Tracking

1. What is happening to worldwide albatross populations? Why? Why is it so difficult for scientists to study albatrosses? What has been done recently to remedy this situation? What information does this new technology provide?

2. What is Project Albatross? How are students involved? What information does Wake Forest University share with the students as part of the project? How do you think participating in this project will affect the way the students feel about albatrosses? Have students do more research on the causes of Albatross population reduction using the Internet sites below or other current information sources. After discussing what they found, have your class develop a list if action items they can do to help. Examples would be cutting the circles in soda can holders, or writing a letter to the US Fish and Wildlife Service (see first Internet site for e-mail). Plan a class period when they can do one or more of the action items on their list and carry it out.

3. What physical characteristics are unique to the albatross? How do they fly? (**Note:** These birds have great difficulty taking off because of the shapes of their bodies and large wings, but once in the air they are experts at using rising warm air currents to stay there.) Ask students why they think an albatross specifically seeks a warm air current. Discuss with them that warm air rises (an updraft)and pushes against the albatross, keeping it from falling. To demonstrate an updraft boil water in a pan and have students follow the path of steam (hot air and water) upward, or light a candle, hold it sideways, and have them observe the fire always points upward because of the updraft of air. (Safety tip: never hold a candle upside down as the fire beneath your hand will travel upward and burn you!)

   LINKS:
   http://www.fws.gov/
   http://www.vni.net:80/~kwelch/penguins/relatives/albatross.html
   http://www.wfu.edu/albatross/hawaii/hawaii.htm
   http://nmnhwww.si.edu/arctic/html/albatross.html

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Dinosaur Remains

1. According to the video, what recent discovery has given us further insight into the diet and predatory skills of Tyrannosaurus Rex? What discovery within the dinosaur's droppings offer hints as to whether the T-Rex was a predator or a scavenger? Define the terms "carnivore" and "herbivore." If it is proven that the T-Rex's droppings contain the bones of an herbivore, what might that tell us about the T-Rex's methods of getting food?

2. Group students. Have each refer to the Internet sites below and other resources to gather more information about the Tyrannosaurus Rex and its physical attributes. Direct groups to take notes on their findings. Then ask each group to take a side in the debate: Was T-Rex a predator or a scavenger? Based on its evidence, each group should arrive at a consensus answer. Have groups share their answers and discuss why their information led them to those conclusions.

   LINKS:
   http://www.amnh.org/Exhibition/Expedition/Treasures/Tyrannosaurus/tyrannos.html

   http://www.hcc.hawaii.edu/dinos/dinos.3.html

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Sports Page: U.S. vs. Iran

1. Why was the World Cup match between the U.S. and Iran more than a game in the eyes of many? Can you think of any other instances when athletic competitions have carried political overtones? Explain. Do you think that sports should be an avenue to express nationalism or is the athletic arena no place for politics? Discuss.

   LINKS:
   http://www.usatoday.com/sports/soccer/wc11.htm

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Editor's Note

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TODAY'S NEWS TERMS

Jerusalem	**Benjamin Netanyahu**	**annexation**	**albatross**
updraft	**paleontologist**	**scavenger**	**neutral**

CNN NEWSROOM WORLDVIEW
for Of The World

Hong Kong Unemployment

1. List possible reasons for the tourism decline in Hong Kong. How are the industries of construction, retail and tourism interrelated? Why does a decrease in profits for these businesses cause rising unemployment? How is Hong Kong's government responding to prevent unemployment from getting worse? Citing evidence from the video segment, predict the outcome of these government initiatives.

2. Why do you think people from mainland China are coming to Hong Kong to look for work? Why is the population of Hong Kong increasing in general? How might the influx of new residents affect the economy? How might each of the impacted industries, construction, retail and tourism benefit from immigration? Why is political and social change hard to absorb when the economy is slowing? What causes the lag between population growth and economic growth?

LINKS:
http://www.nando.net/newsroom/ntn/world/022898/world5_15204_noframes.html

http://www.dnb.com/newsview/hksurvey297.htm

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Information Please

Information Please

Johannesburg Business Safety

1. How does the decline of Johannesburg's downtown area affect

tourism? For what reasons do tourists fear crime in Johannesburg? Do you think there is a difference between the perception of danger and reality? Explain. What happens to cities, like Johannesburg, when the centers of business and tourism move to the suburbs? Is "crime and grime" an inescapable part of the urban experience? Give reasons to support your answer.

2. Challenge students to devise ways to maintain tourism in inner-city Johannesburg. Have them research the websites given below to make a list of the attractions featured in the downtown area. Ask them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Johannesburg and surrounding areas, using the guidebooks. Follow up by having students mount a tourism campaign based on the information they have gathered. Discuss the problems presented by the fact that visitors fear crime and urban blight. How can they most effectively generate interest in visiting urban areas in South Africa?

LINKS:
http://www.mainstreet.t5.com/resource.htm
http://www.interknowledge.com/south-africa/index.html
http://www.southafrica.co.za/

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Did You Know?

India Sanctuary

1. What bird species are attracted to India's temperate nature reserves? Why is the sanctuary an ideal habitat for birds? How extensive is India's system of wildlife conservation? Why does the government place such a high value on the preservation of rare bird species? What threats exist to the wildlife in the sanctuaries? How might these dangers be minimized? What positive signs indicate the birds will continue to be safe inside the preserves?

2. Have students study the ideal habitats of India's migratory birds. Ask them to design a game preserve that would best shelter and protect the heron, egrit, and spoonbill. Remind them they must balance the needs of human development and tourism with the need to maintain a safe environment for wildlife. What conflicts exist? How can facilities best serve the needs of visitors and the birds they come to see?

LINKS:
http://www.gl.umbc.edu/~sjoshi1/mirror/wildlife.html
http://www.envirolink.org/arrs/vanishing.html
http://www.incore.com/india/graphics/wildwest.html

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Movie Catering

1. Why is catering so important to the quality of life for those who work on movie sets? What unique challenges exist for those who serve food in unusual locations? Why is variety important? Why do the "movie chefs" often prefer their jobs over more traditional careers in food service? What do you believe would be the pros and cons of such a job? What other businesses can you think of that support the movie industry, in addition to the actual production of the films?

2. Invite students to select favorite films and plan specialized menus to celebrate the movie's theme. For example, one might choose a seafood theme for a "Titanic" dinner. Encourage students to come up with creative titles for the menu items and include recipes. Publish these in a classroom cookbook collection and make copies for students to share with their families and friends.

LINKS:
http://www.naplesnews.com/today/neapolitan/oscfood.htm
http://www2.catersource.com/catersource/html/faq.html

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TODAY'S NEWS TERMS

unemployment	**duty-free**	**public sector**	**GDP**
urban blight	**migratory birds**	**sanctuary**	**catering**

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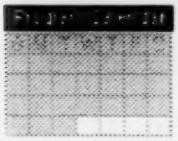

June 23, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	The Clinton administration takes steps to eliminate tobacco use among teens.	**5:00**	6:40
In the Headlines	Colombia's presidential election signals a transition of power.	**2:30**	9:10
International Desk	Today's students question the daring of 1989's Tiananmen Square demonstrators.	**4:50**	14:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:00
Top of the World	India's government unveils a budget in the face of concern over economic sanctions.	**2:55**	18:55
Inside Russia	Russian authorities issue stern warnings to those who don't pay their taxes.	**2:55**	21:50
Short Take	Mickey Mouse memorabilia goes on the auction block for big bucks.	**:40**	22:30
Wild Kingdom	Tourism may save the Siberian Tiger from poachers.	**3:20**	25:50
Taking Care of Business	The Year of the Tiger means prosperity for Thailand's zoos.	**1:35**	27:25
	CNN NEWSROOM CLOSE	**:45**	28:00

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Instructional Programs From CNN NEWSROOM CNN TNT TBS CARTOON NETWORK

Top Story

Clinton Tobacco

1. Why is President Clinton launching a study to determine the cigarette brands favored by teens? List various reasons given in the video segment for the defeat of the tobacco bill. Are these valid concerns, in your opinion? Why or why not? How is the issue of teen smoking politicized? Why does the Clinton Administration oppose the Republican version of the anti-smoking legislation? What areas of conflict exist between Democrats and Republicans on this issue? Which areas are open for compromise?

2. What rationales are given by teens in the video segment for smoking? What are some arguments for not smoking? Do you believe tobacco advertising is aimed primarily at a young audience? Give reasons to support your answer. Why do tobacco industry officials believe the President's plan is ineffective? What alternatives do they suggest? Cite possible causes for the reduction in teen smoking over the past two years.

3. The websites given below outline President Clinton's anti-tobacco plan in addition to legislation and prevention programs in effect in various states. Invite students to assume the roles of U.S. legislators charged with drafting a compromise tobacco bill to replace the one defeated by Congress. Have half the class act as Republicans, the other as Democrats. Using a variety of resources, have each group devise a list of line items for the bill. Groups should present their versions of the legislation, and, after open debate, select a bipartisan committee to prepare a final draft. Bring the bill up for a vote in a mock session of the classroom "Congress."

LINKS:
http://www.mnbluecrosstobacco.com/mndec/background/
http://www.cdc.gov/nccdphp/osh/edumat.htm
http://sailor.lib.md.us/docs/tobacco/

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Colombia Elections

1. How does his victory signal a "comeback" for Colombian President-elect Andres Pastrana? What obstacles did opponent Horacio Serpa face? What was Mr. Pastrana's major appeal with

voters? How does social unrest in Colombia complicate the political process?

2. What are the primary goals of Colombia's rebels? How did Mr. Pastrana win the support of this voting contingent? How did he win the support of women? Colombia's legislature is still controlled by the opposing party, just as in the U.S., where a Democratic administration must deal with a Republican congress. What are the pros and cons of such a balance?

LINKS:
http://cnn.com/WORLD/americas/9806/21/colombia.elex.02.ap/index.html

http://www.presidencia.gov.co/htm/colombi1.htm

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[redacted] International Desk

Tiananmen Students

1. Why did Mao Tse-Tung's government consider the U.S. to be an enemy? What event signaled a breakthrough in communications between the United States and China? When were diplomatic relations established? Why is political dialogue important between the two nations? What major points of disagreement exist? What positive indicators prompt President Clinton's upcoming visit to Beijing? What topics do you think will be at the top of the U.S. agenda? China's agenda?

2. Why do you think the priorities of today's Beijing University students have changed over the past nine years? Is the political atmosphere in China as a whole different now than in 1989? Are students in China still interested in the concept of democracy? In your opinion, what is the best way for people to promote political reform? Is it possible to affect change from a classroom? Explain.

3. In your opinion, what are the "lessons" of Tiananmen Square? Why do you think the students of 1989 were willing to risk their lives for their cause? How did the events of Tiananmen Square influence modern Chinese history?

4. Introduce students to China's communist political system. Encourage students to consider life without freedom of the press, speech or assembly. Next, direct students to the website given below for a timeline of events in Tiananmen Square in

1989. Ask them to imagine they were reporters for an international newspaper covering the student demonstration. Have them write articles chronicling developments day-by-day, leading up the the culmination of the crisis and share their articles.

EXTENSION: Ask students to assume the roles of the same reporters who have been invited to participate in a Beijing University forum today. They should prepare brief instructional and editorial talks expressing their views on student activism, both in 1989 and 1998. Has the need for political involvement decreased? Should the methods to fight for reform be modified? Have the causes of the Tiananmen Square demonstrators disappeared or changed? Allow for open debate.

LINKS:
http://www.insidechina.com/china/special/tianan/tianan5.html

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TODAY'S NEWS TERMS

legislation	**brand loyalty**	**appeal**	**Andres Pastrana**
legitimacy	**corruption**	**Communism**	**Tiananmen Square**

CNN NEWSROOM WORLDVIEW

For Of The World

India's Budget and Economic Sanctions

1. What challenges does India's Finance Minister face as he presents his federal budget? What could economic sanctions mean for India? How does the government hope to offset the negative effects of these sanctions? What other means will the government pursue for raising money? What objections do some have to this budget? How did India's stock market react upon hearing this budget? Why do you think this happened?

2. According to the video, what is swadeshi? How would you define the term "economic nationalism?" When Indian officials claim this budget is rooted in swadeshi, do you believe it is reliant more on economic nationalism out of a sense of national pride or out of necessity? State your rationale.

3. While much has been said about the international community's reaction to India's nuclear testing, students may not have had the opportunity to explore the Indian perspective on this event. Divide students into two groups. Have students in the first group research Indian reactions to the nuclear testing conducted last month. Have students in the second group research India's colonial history. Reconvene the class and have groups present their findings. Discuss how some Indians believe the decision to test nuclear weapons was made to establish India's place among other powerful nations. In light of India's colonial history, why do some feel this "statement" had to be made? Generate a discussion to help students understand why many in India are willing to sacrifice their economic well-being for the sake of national pride.

LINKS:
http://www.indolink.com/Analysis/index.html
http://www.bayarea.net/~emerald/i-history.html

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Inside Russia

Russian Tax Collecting

1. How is the Russian government attempting to promote "the culture of paying taxes"? Describe the media campaign in which authorities are engaging. What kinds of public threats are being made by the government? Why do the tax police pursue these strategies? At what sector of the economy are these ads aimed? According to the video, what sector of the economy should the government be targeting? Why do you think Russian big business is getting away without paying its taxes?

2. What is the tax system like in Russia? Who pays taxes there? Have students work in small groups to gather information on Russia's tax system. Have groups share their findings. Compare this system to what students know about taxation in the U.S. Do students think a "pay your taxes" media campaign, like the one seen in the video, would be successful in the U.S.? Do they think the U.S. government would ever attempt this kind of campaign? Why/why not? Discuss.

LINKS:
http://www.usnews.com/usnews/issue/970310/10wrbr.htm
http://www.pathfinder.com/news/latest/RB/1998May29/312.html
http://www.livingabroad.com/guide/russia.html#tax

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Wild Kingdom

Siberian Tigers

1. Describe how the park seen in the video has played a role in saving the Siberian Tiger. In spite of its successes, why are conservationists outside China suspicious abou the motives behind the park's operation? How did the park operators justify their actions? Do you agree/disagree with their rationale? Explain.

2. What is it that the "market" wants from Siberian Tigers? How has the Chinese government now restricted that supply? What is the "black market?" Why is it so difficult to control the black market for tiger products? Explain how tourism may offer one solution to the illegal trade in tiger products.

3. What other efforts are underway to save animal species from extinction around the world? Have students work in small groups to investigate some of these efforts and present their information. What efforts are competing with the interests of illegal trades, such as the tiger trade seen in this video? How are they faring against the black market? Which programs do students think might have the best chances at success? Why? **EXTENSION:** Have each group choose one effort aimed at preserving a species and prepare a script for a CNN report on that program, using this video report as their guide.

LINKS:
http://www.5tigers.org/allabout.htm
http://www.cerf.net/mlc/Siberian.html
http://www.amnh.org/Exhibition/Expedition/Endangered/index.html

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Taking Care of Business

Thailand's Tigers

1. What does the tiger symbolize in many Asian cultures? How has

this belief had an impact on zoo attendance? Is there a zoo in your area? If so, name some of the animal species visitors to that zoo can observe. What kinds of events or special days bring more visitors to see specific animals? Discuss ways the zoo might capitalize on these events/days to promote the cause of endangered animals and humane treatment of all animals.

LINKS:
http://www.5tigers.org/basics5.htm

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TODAY'S NEWS TERMS

sanctions	**expatriate**	**swadeshi**	**declared income**
bankrupt	**poachers**	**captive**	**Year of the Tiger**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 24, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	President Clinton prepares to embark on a controversial trip to China.	**3:55**	5:35
In the Headlines	U.S. UNCOVERS EVIDENCE OF IRAQI NERVE GAS	**:50**	6:25
Business Desk	The federal government wants to help make regional airports competitive.	**2:55**	9:20
Business Desk Extra	The weather, demand, and the government are all being blamed for a butter shortage.	**2:30**	11:50
Check It Out!	A fossil find makes the case that dinosaurs and birds are related.	**2:15**	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:00**	15:05
Top of the World	Hamas appears to be making political advances among Palestinians.	**4:05**	19:10
Taking Care of Business	Even opponents admit China's Most Favored Nation status is not in danger.	**2:45**	21:55
Who, What, Where?	An exhibition traces the mood and motives behind the Spanish-American War.	**3:05**	25:00
Wild Kingdom	Sumatran Tigers could be the next victims of tough times in Indonesia.	**2:20**	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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Instructional Programs From: CNN Top Story

CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Destination: China

1. Why are some observers labeling President Clinton's trip to China "controversial?" Who was the first U.S. president to visit China? Who was the last? What happened in 1989 that changed U.S. policy toward China? Besides human rights, what other sensitive issues underscore U.S.-China relations?

2. According to the video, what is it about China that makes Americans so angry? Why do you think so little positive news is presented about China? Based on what you have seen in this video segment and your own experience, how much do you think the average American adult knows about China? What role have politics and the media played in shaping these perceptions?

3. What are the pros and cons of President Clinton's trip to China? Divide the class into two groups. Have each research either "good news" or "bad news" about China (the Internet sites below should help) and share their findings. After brief discussion, challenge each student to write a newspaper editorial stating his/her reasons why the president's trip is a good or a bad idea.

LINKS:
http://www.china-embassy.org/Press/newsletters.htm
http://www.igc.org/hric/

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Business Desk

Regional Airports

1. Identify some U.S. cities that have "regional" airports. What is a "hub?" Why do some analysts claim that regional airports struggle to survive because of hubs? According to the video, what advantages do regional airports typically offer the flying public? What is the downside of flying in and out of regional airports for the consumer?

2. Ask students: How is the U.S. government stepping in to try to level the playing field for small airlines that operate out of regional airports? Do you think this is an appropriate action, or do you agree with airline industry officials who claim that regional airports "already play an appropriate role?" Have

students conduct research to learn more about Representative Duncan's bill, known as the Airline Service Improvement Act, and discuss its possible long-term effects on the airline industry and the flying public.

3. Twenty years later after its passage, how has the Airline Deregulation Act of 1978 impacted air travel? Have students work in groups to research this law and its effects on consumers and the airline industry. Generate a class discussion about government regulation and deregulation in a free market economy. Ask students to come up with examples of other times the government has intervened to control business practices, establish rules, or breakup monopolies. When is government intervention to regulate/deregulate industry a positive move for the economy? Are there times the government should let the market dictate the course of an industry, regardless of the possible outcomes? Discuss.

LINKS:
http://www.thomas.loc.gov/
http://www.bts.gov/smart/cat/rc9679.html

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Business Desk

Business Desk Extra: Butter Shortage

1. What factors are behind the sudden increase in butter prices in the U.S.? What products will be affected by this increase? If you were asked to market dairy products for a major U.S. company, how would you convince consumers that these products were worth the price? If you were a consumer, how might you respond to the higher prices? Discuss how the economic principle of substitution could apply in this situation.

LINKS:
http://www.ag.iastate.edu/centers/fapri/dairy.html
http://ffas.usda.gov/excredits/deip.html

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Check It Out: Feathered Fossil

1. How do fossils recently discovered in China dispel the belief that dinosaurs and birds evolved separately? Describe the appearance

of these fossils. Could either of these prehistoric animals fly? For what purposes did their feathers probably exist?

2. A fossil is any evidence of ancient life. Scientists often categorize fossils as either trace fossils or body fossils. A trace fossil is any indirect evidence of ancient life that indicates a kind of behavior, such as tracks, trails, burrows, eggs, and nests. A body fossil is the kind of "cast" one thinks of when thinking of a fossil, the impression or preservation of the actual organism. Introduce students to these two kinds of fossils and have them conduct research to learn more about types of trace fossils. Have each make a list of the kinds of trace fossils that might give scientists more clues as to when the creatures in the video learned to fly (for example, fossilized nests found in petrified wood might lead scientists to the conclusion that the animal's shelter was high in a tree, meaning it was possible that the animal could fly.) Have students share and discuss their lists. Generate a class discussion about how paleontologists act as "fossil detectives" to piece together evidence about the animal and plant kingdoms' earliest times.

LINKS:
http://www.emory.edu/GEOSCIENCE/HTML/intro.htm
http://www.usatoday.com/life/science/paleo/lspindex.htm

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

Tiananmen Square	**Richard Nixon**	**Tibet**	**hub**
export	**supply and demand**	**insulation**	**primitive**

CNN NEWSROOM WORLDVIEW

Top Of The World

The Hamas Factor

1. What are the "two faces" of Hamas? Why is their leader, Sheik Ahmed Yassin, considered a hero of the Palestinian struggle? What conflicts exist between Yassin and Palestinian Authority president Yasser Arafat? What difficulties are faced by the Palestinian authority in negotiating peace with Israel and satisifying the more militant members of their own coalition? How might the Palestinian Authority address some of these

problems?

2. What threats does Hamas have at its disposal to ensure their political and social demands are met? In your opinion, do "the ends," such as better education and living conditions for Palestinian children, justify "the means?" Give reasons to support your answer.

3. Why do you think overall Palestinian support for Hamas has increased in recent months? Why has support for the official Palestinian Authority declined? What is the response of the Israeli government to Sheik Yassin's increased influence? How might Benjamin Netanyahu's administration alleviate the tensions surrounding the Palestinian situation?

4. Lead the class in a review of the Israeli government's alternatives as presented in the video segment. Which do students think is more appropriate, a military crackdown or significant political concessions? Divide the class into two groups, based on their answers to the previous question. Ask each group to write a statement summarizing its position on the issue. Allow each group to present its points of view in a debate-style forum. Follow up by challenging students to predict the likely outcome of this situation.

LINKS:
http://www.arabia.com/issues/March/SP7.html
http://www.ccds.charlotte.nc.us/~nwhist/mideast/Guy.html
http://www.iap.org/politics/misc/truth.html

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Taking Care of Business

Taking Care of Business

Beyond MFN

1. What is "Most Favored Nation" status? What is a trade surplus? Who benefits from China's trade surplus with the United States? How are commercial relationships and political relationships between nations interrelated?

2. Why do critics believe China's Most Favored Nation status in not in jeopardy? What political issues are at the center of opponent's concern over continuing trade with China? What do you believe will be the focus of President Clinton's message to Jiang Zemin?

LINKS:
http://www.state.gov/www/regions/eap/china_mfn_1997.html

http://www.uh.edu/campus/cougar/Vol61/144/3d.html
http://www.campbell.org/issues/china_mfn.htm

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Who, What, Where ? Who, What, Where ?

Spanish-American War Exhibit

1. Why are the 1900's known as the "American Century?" How did the Spanish-American War increase U.S. influence in the Western world? What historical events followed as a direct result of the war? Define "expansionism." Why do you think this idea developed during this particular period of history? Has U.S. policy changed in the years since? If so, cite possible reasons.

2. Using a review of the video segment and the websites below, have students plot web diagrams to illustrate the interrelationships of the historical events emanating from the Spanish American War.

3. How did the press play a decisive role in "creating" the Spanish-American War? Can you think of other events in U.S. history in which the media has been a primary influence? Why do you think this four-month conflict is remembered as the "splendid little war?"

4. Allow students to "wag the dog" a bit! Newspaper magnate William Randolph Hearst and renowned American artist Frederic Remington furnished the "pictures and the war" in 1898. Ask teams of students to "make history" by designing their own media-driven events. Some suggestions include an alien invasion, a natural disaster, a heroic rescue, or the discovery of a new continent. The student news teams may "invent the event," using articles, pictures, timelines, editorials, etc. Have the teams publish special newspaper editions or produce video reports to tell their stories. After all events are shared, hold a discussion of the fine line between perception and reality. Why and how does the media influence public opinion and national policy? What controls exist to ensure people don't believe everything they read, see and hear?

LINKS:
http://www.powerscourt.com/war/index.htm
http://wccusdgate.wccusd.k12.ca.us/elcerrito/history/span-amerwar.htm

http://www.northnet.org/broncho/

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Wild Kingdom

Wild Kingdom

Indonesia Zoo

1. Why are Sumatran tigers endangered in the wild? How are they endangered in the Indonesian preserves? List ways in which the Asian economic crisis has affected the environment. How is the zoo trying to save money and provide for the care of the animals? What are the consequences if the zoo cannot secure adequate funding? What possible solutions could you suggest to keep the zoo open?

LINKS:
http://www.5tigers.org/allabout.htm
http://www.5tigers.org/basics5.htm

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Editor's Note

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TODAY'S NEWS TERMS

sheik	**Hamas**	**Yasser Arafat**	**trade surplus**
veto	**George Dewey**	**Teddy Roosevelt**	**Indonesia**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 25, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	A proposed mega-merger may offer one-stop shopping for your telecommunications needs.	**4:30**	6:15
In the Headlines	MR. CLINTON GOES TO CHINA N.IRELAND GOES TO THE POLLS	**1:05**	7:20
Science Desk	Snack makers want to add an herbal remedy for depression to their product.	**2:30**	9:50
Artistry in Action	Meet an artist who has truly devoted his life to his music.	**3:25**	13:15
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:15
Top of the World	A small island of the coast of Korea is a flashpoint of political tension.	**2:35**	18:40
Inside North America	A reunion of children rescued from the Holocaust is the scene of painful memories.	**3:00**	21:40
Did You Know?	The typewriter makes a statement from India's office desktops.	**2:40**	24:20
Taking Care of Business	Asian music executives sing the blues of economic decline.	**3:15**	27:35
	CNN NEWSROOM CLOSE	**:25**	28:00

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Instructional Programming from CNN NEWSROOM CNN TNT Cartoon Network

Top Story

AT&T/TCI Mega-Merger

1. What is a merger? What is the difference between a merger and an acquisition? Have students work in groups to learn more about these business combinations (the first Internet site below should help students get started) and share their findings in class. Generally speaking, who wins and who loses when a merger or acquisition takes place?

2. Explain how the AT&T/TCI merger is part of a growing trend to expand services. What does each company bring to the deal in terms of specialization and resources? What is broadband technology? How is the use of this technology making it easier for cable companies to get into the telephone business? According to the video, should we expect to see more telecommunications mergers? Explain.

3. What advantages could this merger offer consumers? If mergers can be good for business and for consumers, why do students think the government still has to approve them?

4. What is a monopoly? What agencies are charged with protecting consumers from monopolies and other unfair business practices? Have students work in groups to research these agencies, specifically the Federal Trade Commission and the Justice Department's Anti-Trust Division. What is the job of each agency? From where does it derive its authority? Why might the federal government block a proposed merger? Do students think this is an appropriate role of government in a free market economy? Discuss.

LINKS:
http://www.herts.ac.uk/business/finman/ek454.htm
http://www.ftc.gov/
http://www.usdoj.gov/atr/overview.html

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Science Desk

Mood Chips

1. What is St. John's Wort? What health problems is it used to treat? Where was it tested? What is a food company in New York doing with the herb? What steps is the company taking to insure the herb is in a viable state when consumed with snacks? Based on the amount of chips it would take to treat mild depression, would you agree with the company's claim that it is a "Life Changing Snack?" Explain.

2. The ingredients in St. John's Wort that treat depression are hypericin

and pseudohypericin. Ask students: At what point do you think an herb becomes a drug? What roles do the concentration of the active (chemical) ingredients and intent of the user taking it play in making this distinction? Have students write definitions for the word "herb" and "drug" and explain the difference.

3. How is the perceived safety of taking an herb different from the perceived safety of taking a drug? Why might some people be afraid of taking the drugs hypericin and pseudohypericin, yet be unafraid of St. John's Wort? Have students conduct research to determine if there is a government agency that regulates herbs (the answer is no). Have students search periodicals and/or the web for information supporting and discouraging taking popular herbal supplements such as St. John's Wort, Echinacea, and Ginkgo Biloba. Then have students debate the safety versus the benefit of taking herbs as an alternative to traditional drugs.

LINKS:
http://www.nwgardening.com/st.johnswort1.html
http://www.quackwatch.com/01QuackeryRelatedTopics/DSH/stjohn.html
http://weber.u.washington.edu/~ghark/stjohnswort.html
http://www.fda.gov/opacom/faqs/genfaqs.html

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Artistry in Action: Record Clarinet

1. Who is Stanley Drucker? How did he become interested in music? What are some of his professional accomplishments? Why does he claim that he'll never retire? What advice does he offer young musicians?

2. If possible, arrange for the class to attend a performance by a local symphony -OR- have a local conductor or musician visit your class, discuss his/her profession and play recordings of selections one might hear at the symphony. After the performance/visit, ask students to bring in samples of symphonic music and play them for the class. Have volunteers identify some of the musical instruments they hear. Encourage interested students to seek out instruction in instruments of their choice.

LINKS:
http://www.rockefeller.edu/pubinfo/nype.html
http://www.nyphilharmon.org/

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

merger	**AT&T**	**TCI**	**depression**
drug	**herb**	**soloist**	**New York Philharmonic**

CNN NEWSROOM Top Of The World

WORLDVIEW

Korea Military Island

1. How does the location of Baeknyong Island make it strategically important to both South and North Korea? Why must South Koreans holding the island provide for their own defense? Consider the idea of a "civilian force." Is this a good idea? Why or why not?

2. Why are the tensions between South and North Korea unresolved? Why, if the Korean War ended in 1953, do hostilities continue? What hope exists that the political situation may change? Does the fact that South Korea maintains a strong defense hasten or prolong the quest for peace, in your opinion? Give reasons to support your answer.

3. Have students explore the websites below to contrast today's military tensions with the situation between South and North Korea at the ceasefire. Using the reports as models, they should each write one newspaper article dated June 25, 1953; and another dated June 25, 1998. Compare the articles in an open forum. Which issues remain the same? Which have changed? How can Koreans find a starting point for a lasting and official peace?

LINKS:
http://www.cfcsc.dnd.ca:80/links/milhist/korea.html
http://203.255.151.12/kh0428/m0428l02.html
http://www.korealink.co.kr/14_1/9805/t415152.htm

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Inside North America

Holocaust Children

1. How did the United Kingdom respond to the plight of the Jewish

children? Why do you think other nations failed to heed the call for help? What was the "Kindertransport?" Why did most of the children who were rescued become orphans?

2. According to the video segment, "many of the Kindertransport children have spent their lives questioning why they were allowed to survive." Why do you think many survivors of disaster suffer guilt over having lived when others died? Explain.

3. Eva Hamlet says she has only recently understood the importance of the Kindertransport and the reason for her survival. She hopes to tell her story so the world may understand the impact of the Holocaust and prevent genocide in the future. Have students research the experiences of the Holocaust children to create characters and prepare first-person monologues based the stories of those who survived this devastating and pivotal period of history.

LINKS:
http://shepaug.k12.ct.us/links/holocaust.html
http://holocaust.miningco.com/library/misc/blchildren.htm

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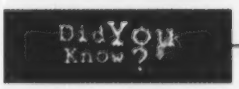

Did You Know?

India Typewriters

1. Why is the typewriter an important piece of office hardware in India? Why has it lost popularity in other parts of the world? Have you ever used a typewriter? How does its function differ from that of a computerized word processor? What are the advantages and disadvantages of each type of equipment?

2. How is the Godrej company planning to sustain its share of the market in the future? Why are typewriters wise investments for Indian businesses?

3. The typewriter is popular in India due to a shortage of electrical power. Invite students to shift in reverse on the technology road for a few minutes. Ask them to imagine an extended power outage in their communities. What modern conveniences would people have to do without? Have students design homes in which they perform all their daily tasks using equipment that does not require electricity. Help them get started...they get up, make breakfast, take a shower, style their hair and groom themselves. What difficulties would people encounter? Would life be simpler in some ways?

LINKS:

http://www.godrejnet.com/prima/typewrit.htm
http://www.godrejnet.com/index.shtml

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Taking Care of Business

Taking Care of Business

Asian Music

1. How has the economic crisis in Asia affected the music industry? How are major record companies "reworking" their Asia strategies? Which segments of the music business are most severely impacted? What new opportunities exist?

2. Music videos are one area in which Asian artists and record labels can expand their listening audience in a cost-effective manner. Have small student groups use the websites below to research new talent and produce pantomine music videos to appeal to a wider Asian market.

LINKS:
http://www.asia-online.com.sg/aol/back/9608/aol/features/bigasia/right1.html
http://harmony.wit.com/chinascape/

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TODAY'S NEWS TERMS

DMZ	**ceasefire**	**Kindertransport**	**Holocaust**
orphans	**typewriter**	**competition**	**marketing**

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CNN NEWSROOM WORLDVIEW

June 26, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	The Supreme Court strikes down the line item veto.	**3:20**	4:50
In the Headlines	PRESIDENT CLINTON IN CHINA WILDFIRES SWEEP FLORIDA	**1:00**	5:50
Business Brief	After months in the legal spotlight, Windows 98 goes on sale.	**2:05**	7:55
Editor's Desk	"Blues in the Schools" keeps students in tune with their cultural heritage.	**5:05**	13:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:00
Top of the World	Diversity puts a car dealer one step ahead of the competition.	**2:20**	18:20
Who, What, Where?	An ancient trade route in China is making a modern comeback.	**3:30**	21:50
Culture Watch	Horse riding can help build character as well as a special bond.	**4:25**	26:15
Short Take	Meet a chef whose dumplings are worth their weight in gold.	**1:15**	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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Instructional Programs From CNN NEWSROOM
CNN TNT CARTOON NETWORK

Top Story

Line Item Veto

1. How does the concept of line item veto "bend" the Constitution according to Ju Paul Stevens? In what way was the line item veto bill a bipartisan effort? What primary goals of this presidential power? How would it make life "easier" for b and President Clinton? How does the elimination of the presidential prerogativ for "pork-barrel" politics?

2. How does Congress hope to achieve the spirit of the line item veto while obser Suggest ways that both the legislative and executive branches can compensate this power. Explain why Congress presents an important piece of legislation; fo the Medicare bill, while including specific, seemingly unrelated, items such as t potato farmers? Why does the Supreme Court ruling require greater "discipline legislators in designing their bills?

3. Challenge students to consider the balance of powers among the three branches States government: legislative, executive, and judicial. Does the Supreme Cour of the line item veto preserve or upset this balance? Have students research the Constitutional provision for checks and balances. Instruct students to make a "s listing each of the branches of government across the tops of their papers. In ea have them list the positive and negative aspects of the Supreme Court ruling. A "tally" the results. What powers does each branch "win" or "lose?" Are the ans question unclear, and why? How does this situation reflect the intent of the fra Constitution? Does it preserve the balance of power? What recourse does each to "renegotiate" the question of the line item veto?

LINKS:
http://www.lycos.com/wguide/tools/pgview.html?wwmid=65090&wwprate=0.96&w
%3a%2f%2fwww.conginst.org%2fcidoc_1.nsf%2f323cc038a9f72954852564bf005e8
04b52f9f22c852563880056cb1e%3fOpenDocument&wwdocid=532833&wwbestof=

http://www.constitutioncenter.org/intro2.html

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Windows 98

1. Why are some customers eager to upgrade to Windows 98? What features mak version an improvement over Windows 95? List reasons for waiting for the up does the political situation surrounding Microsoft and its competitors influence to buy Windows 98? What does the success of the launch indicate for the futur Microsoft Corporation? What marketing strategies is the company employing t product more attractive to consumers?

LINKS:
http://www.windowscentral.com/features/reports/win98/faq/

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Editor's Desk

Editor's Desk

1. In what way does blues music reflect the heritage and culture of the lowcountry goals of the "Blues in the Schools" program. Do you think the goals of the stuc participants may be different from those of the adult organizers? If so, in what are the similarities between the blues and popular music such as rock and rap? differences?

2. What is the responsibilty of the school to provide a cultural education? What ar benefits to students who join the program? To the community at large? How d muscians learn from the students? In your opinion, is it important to study and the traditions of the past? Why or why not?

3. According to the video segment, the blues sound is "uniquely American." Disc concept in class and encourage students to trace the development of this music States. Many of the snippets of song heard in the video segment are traditional have reverberated through the lowcountry since the Gullah people first came t Blues also flourishes in the Mississippi delta region and in urban centers such a Detroit. Have students visit the first website below to research blues history. G as they produce a "musical timeline" that chronicles the development of the blu highlighting important artists and events along the way. Ask students to identif influences in "pop" music of today. Follow up by holding a musical retrospecti classes, a sort of "new blues revue."

4. The "Blues in the Schools" program takes advantage of the heritage of the peo region surrounding Charleston, South Carolina. Well, there's folklife everywhe unique to its geographical area. Invite students to look around them and exami absorb culture and traditions from various sources. What are the culturally "def characteristics" of your community? Allow the class to select a theme and desig educational program for younger children with the goal of keeping local herita

LINKS:
http://www.thebluehighway.com/intro.html
http://www.ccpl.org/ccl/studio/music/blues/bluesinschool.htm

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Editor's Note

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TODAY'S NEWS TERMS

line item veto	**balance of power**	**Supreme Court**	**Windows 98**
monopoly	**blues**	**lowcountry**	**cultural education**

CNN NEWSROOM WORLDVIEW

For Of The World

Diversity Dealer

1. What are some of the languages a customer might hear at the car dealership in t Describe how the diverse sales force accomodates customers of different cultu dealership. How did this business come to be so ethnically diverse? How has it advantage for both the business and its employees?

2. Are there businesses in your community that have ethnically-diverse workforce students. Have each find one business whose customers span the demographics community, and interview the owner/manager to find out how the business mee customers' needs. Have each group present its findings. Discuss the challenges employers, employees and customers in an increasingly culturally diverse econc

LINKS:
http://www.zdnet.com/icom/news/199708/22/news1.html
http://tucson.com/cknowledge/bushigh.html

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Who, What, Where ? Who, What, Where ?

China's Silk Road

1. What was the "Silk Road?" When did this trade route exist? How did it play a v the economic survival of many small towns in China and other parts of Asia? W to these towns under China's radical communists? Why do customers come fro places to frequent these markets today?

2. How do the mummified remains of an ancient traveler offer evidence of the eco of the Silk Road? What do students think this ancient traveler might have exper traveled the route, trading with others in distant places? Have students work in research the Silk Road in ancient times and share their information. Challenge e to use this information to assume the role of the ancient traveler and write a let describing the experiences he/she has encountered on the Silk Road.

3. In the video we learn that the Silk Road is making somewhat of a comeback an modern-day tourists and shoppers. Ask students how they would prepare for a of the routes of the Silk Road. Have students work in groups to research the be the route at Xi'an, then the different routes it takes through parts of Asia. Direc choose one of these routes and note its geography. What is the climate like? W would travelers have to cross? What kinds of animals and plants might the trav What cultures would they experience? Have each group use its information to p contemporary traveler's guide to the Silk Road for its chosen route.

LINKS:
http://phoenix.goucher.edu/~mnash/
http://www.xanet.edu.cn/xjtu/silk1/eng/silk.html
http://www.mfa.gov.tr/GRUPE/silkroad.htm

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Culture Watch

Kids and Horses

1. According to the American Horse Shows Association, what are the benefits of for young people? How do riding and equestrian competition help promote goo In what sense is this sport like many others in the benefits it offers participants, off the field? Are there any downsides to riding? Explain. List some other sport horses. Why do you think these sports have such a large following?

LINKS:
http://www.orednet.org/~rroll/nhindx.htm
http://w w.yahoo.com/RECREATION/SPORTS/Equestrian/

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Editor's Note

TODAY'S NEWS TERMS

diversity	**recruit**	**sales force**	**empire**
communist	**Silk Road**	**tack**	**compassion**

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CNN NEWSROOM WORLDVIEW

June 29, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	The Tiananmen Square massacre still has an impact on U.S./China relations.	**5:40**	7:10
In the Headlines	KOSOVO STANDOFF TURKEY EARTHQUAKE	**1:05**	8:15
China's Environment	China's one billion-plus people put enormous strains on its environment.	**2:45**	11:00
Environment Desk	Prehistoric petroglyphs are threatened by modern development.	**3:15**	14:15
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:45
Top of the World	-Indonesian activists demand the release of political prisoners. -A free press presents new challenges to Indonesia.	**4:35**	21:20
Information Please	Some experts warn that overfishing is causing dwindling catches in the world's oceans.	**3:30**	24:50
Inside Asia	A unique theater in Vietnam offers deaf children a different way to communicate.	**2:50**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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Instructional Programs From CNN NEWSROOM Top Story

CNN TNT CARTOON NETWORK

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President Clinton's China Trip

1. What sights and sounds did President Clinton and his family experience in China this weekend? Why was the joint news conference with Presidents Clinton and Jiang Zemin significant? What did President Clinton say that helped to promote his country's message about human rights? How did the Chinese President respond? Do you think it was wise of President Clinton to make these remarks? Why/why not?

2. Who is Chai Ling? Where was she nine years ago? What is she doing now? Does she have any regrets about her actions as a student? Explain. Does she support President Clinton's decision to travel to China? What does she suggest as one of his purposes for going there?

3. Who is Wang Dan? Where was he nine years ago? What happened to him after the uprising? Where is he now? Does he support President Clinton's trip? Explain. Why does Wang Dan blame himself, in part, for the tragedy at Tiananmen Square? In the video he says, "No matter how worthy the cause, if so many people die, the achievement doesn't count." Why do you think Wang Dan feels this way? Do you agree or disagree with his point of view? State your rationale.

4. No matter what other important issues are discussed between China and the U.S., the massacre in Tiananmen Square will continue to shape the way U.S. leaders view their Chinese counterparts. Ask students if they think President Clinton has done the right thing by traveling to China and voicing his views on freedom and democracy as he has. What might students recommend if they could shape the course of U.S./China policy? Have students work in groups to research the events of June 1989 as well as review this video segment and share their ideas and information. Then have each group of students act as advisors to the President and come up with a list of recommendations they would have issued before this trip, specifically focusing on issues of human rights and freedom. What would they have advised President Clinton to do or say to the Chinese leadership? Would they have recommended he make the trip? Would they have him speak in Tiananmen Square? Are these actions designed to influence China's domestic policy, or are they more aimed at registering a protest for all to see? Discuss group/advisor recommendations and the delicate nature of international diplomacy.

LINKS:
http://cnn.com/SPECIALS/1998/06/china/
http://cnn.com/WORLD/asiapcf/9806/26/tiananmen.legacy/
http://www.insidechina.com/china/special/tianan/tianan1.html

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China's Environment

1. How could China be compared with the U.S. in terms of population and the pressures it places on its environment? Why do Chinese officials believe that the problems are likely to get worse, not better? How has energy usage led to "an epidemic of lung disease"? Explain how an increase in coal consumption could have environmental consequences worldwide. Is there any "good news" on China's environmental front? Explain.

2. Ask students to consider how they would rate China when it comes to environmental issues. First, lead a class brainstorming activity to generate a list of environmental issues that students think should be investigated (i.e., energy consumption, pollution, protection of animal and plant species). Divide the class into groups. Assist groups in conducting research into each of these issues. Groups will want to explore the nature of the problem/issue, its current status and whether/how Chinese leaders have addressed it. Then direct each group to create an "Environmental Report Card" for China, with each issue as a "subject." After reviewing their information, have group members arrive at a consensus "grade" for each "subject." Have groups provide a "Comments" section of the "Report Card" and complete it with ideas for those "subjects" where improvement is needed. Have each group present its Report Card and explain how its information led to that evaluation.

LINKS:
http://cnn.com/SPECIALS/1998/06/china/environment/
http://www.interchange.ubc.ca/johnph/home.html
http://www.ihei.com/

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[redacted] Environment Desk

Petroglyph Road

1. What are petroglyphs? Where are the petroglyphs in this story located? How and when were they made? What is their significance? What has protected them for the last eight yrs? How might that protection change in the near future?

2. Have your students summarize the opinions presented on both sides of this development issue. In groups, ask them to decide how they think the decision should be made. Ask them to describe how a fair decision should be arrived at when both sides of an issue hold positions that can be justified.

3. What scientific and anthropological keys could these petroglyphs hold?

Have your students discuss how they think prehistoric people made them. Then have groups of students investigate the hardness scale for rocks. Ask them what kind of tools could have been used and of what materials they may have been made. Discuss with them how even prehistoric people experimented and understood the relative hardnesses of differing substances.
EXTENSION: Have students look for examples of petroglyphs found in other geographic locations and compare them to the ones in New Mexico.

LINKS:
http://www.nps.gov/petr/
http://www.nlc-bnc.ca/north/nor-i/dorset/dors001e.htms
http://www.kgs.ukans.edu/Publications/primer/primer05.html
http://www.pacinter.net/users/osiris/baquito/baquito.htm
http://www.rockhounds.com/rockshop/hardness1.html

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TODAY'S NEWS TERMS

dissident	**exile**	**emissions**	**Three Gorges Dam**
greenhouse gases	**petroglyph**	**Albuquerque**	**Anasazi**

CNN NEWSROOM WORLDVIEW

Top Of The World

Indonesia: Human Rights and Free Press

1. Why are activists calling for the release of Indonesia's political prisoners? How is the government responding to the widespread protests? Which prisoners are most likely to be pardoned? How did President Habibie use the situation to his political advantage? Why is he unlikely to make further concessions?

2. How has the recent transition of power in Indonesia affected public perception in the area of human rights? What indications exist that the new administration will handle power differently than former President Suharto's government did? What are the goals of the human rights activists? How might they achieve their goals most effectively?

3. What is the primary indicator of increased freedom in Indonesia? How has censorship in Indonesia been maintained until this point? Discuss the

idea of "self-censorship." Why might the press choose to limit its own freedom? Cite examples. What is the difference between voluntary and government-imposed censorship? How might people "read between the lines" once they become accustomed to the method of reporting under a repressive system?

4. According to the video segment, increased freedom of the press brings new challenges. Interpret this statement. What are the responsibilities of a free press? How might it be more difficult to show "both sides of the story" than to merely state the official point of view?

5. Challenge students to examine the issues of civil liberties and freedom of the press. How are the two interrelated? Review the first video segment concerning the release of Indonesia's political prisoners. Invite students to examine the report. Is it balanced? Have students rewrite the package from the point of view of the Indonesia's current government. Next, have them report the story, expressing the viewpoint of the activists. Is there a way to convey the information so that the audience can "read between the lines?" What difficulities are inherent in maintaining balance? Why might journalists feel the need to check themselves to maintain their newfound freedoms?

LINKS:
http://www.ifex.org/cgi-bin/find?category=All&sub=s&bool=and&antall=100&stype=quick&sort=date&rev=yes&p=Indonesia

http://www.ifex.org/alert/00000318.html

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Information Please Information Please

Overfished Oceans

1. Why has the worldwide supply of ocean fish decreased in recent years? In which areas of the world is overfishing becoming a problem? Why do you think that certain areas are feeling a greater impact than others? Why is it difficult for scientists to determine the sources and the scope of fish depletion? How are international organizations responding to the crisis? List the environmental advantages and disavantages of improved fishing technologies.

2. In the North Atlantic, overfishing caused the collapse of the cod fishery six years ago, forcing its temporary closure. Ask students to visit the first website below to collect information about the pros and cons of large

scale fishing and debate it. Divide the class into four groups and direct each to focus its research on one of the following points:
1. Is fishing a renewable resource? For example, cod are a slow-maturing fish. Are they really renewable if they're overfished?
2. Discuss the 'chain reaction' of overfishing.
3. Discuss the tackle used and the inevitable by-catch of other fish.
4. Why are certain harvest sites more threatened than others?
After groups have completed their research, reconvene the class and have them report their findings to one another. The U.N. has declared 1998 to be the International Year of the Oceans. Ask students to combine their points into a comprehensive report making recommendations for an international policy to address the worldwide overfishing crisis.

LINKS:
http://seawifs.gsfc.nasa.gov
http://catless.ncl.ac.uk/veg/Orgs/VegSocUK/Campaign/fishing.html
http://www.unac.org/unfaq/oceans.html
http://www.epa.gov/owow

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Inside Asia

Vietnamese Deaf Theater

1. How is the Hanoi Youth Theatre's production of "Hansel and Gretel" unique? How might the performing arts increase understanding between the deaf and the hearing? What did the young actors gain from the experience? What did the audience learn from attending the production? What other forms of artistic expression might help deaf children communicate more fully with the world at large?

2. Have students adapt a popular children's story, myth, or fable as a performance for a primarily deaf audience. How can they convey dialogue and action without using sound as the primary means of communication? Stage your production and invite other classes to review the play.

LINKS:
http://www.ntd.org/default.htm
http://www.rdg.ac.uk/UG/html/theatre_arts__education_and_deaf_studies.html

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separatist	**activist**	**authoritarian**	**censorship**
trawler	**drift net**	**fleet**	**Hanoi**

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CNN NEWSROOM WORLDVIEW

Program Calendar

June 30, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	President Clinton visits Shanghai, the focal point of China's free market experiment.	**3:55**	5:35
In the Headlines	FIGHTING IN KOSOVO GORE VISITS FIRE ZONE 'UNKNOWN SOLDIER' IDENTIFIED	**1:05**	6:40
On the Map	Facts about Japan	**1:00**	7:40
International Desk	Japanese companies turn to the seas for answers to global problems.	**3:15**	10:55
International Desk Extra	Progress and tradition compete in contemporary China.	**3:00**	13:55
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:25
Top of the World	Bolivia's prisons are home to disgraced politicians, terrorists and drug barons.	**2:20**	18:45
Who, What, Where?	Atomic scientists move up the hands of the "doomsday clock."	**2:45**	21:30
Information Please	Shrinking shorelines threaten the land and lifestyles of beach dwellers.	**3:40**	25:10
Culture Watch	Stop-motion technology makes animated characters "come alive."	**2:30**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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Instructional Programs From CNN NEWSROOM Top Story

Destination: China

1. Locate the city of Shanghai on a world map. Why do many call this city "the future of China?" What kind of backdrop did it present for President Clinton's visit? Why was this an appropriate setting, both from a public relations point of view for China's leaders and for President Clinton's message?

2. What was the primary topic of President Clinton's television address to the Chinese people? According to the video, how did some Chinese react to his talk? Why do many question how much impact a U.S. president's speeches can have on China? Why do you think President Jiang Zemin decided to have President Clinton's speeches broadcast live to China's people? Why do experts believe that in spite of this effort to project a more open society, political change may be slow in coming to China?

3. What do students know of China's government and political system? Have them work in small groups to conduct research about the political system and government that rule China. What is the role of the Chinese Communist Party in the everyday political process? What kind of executive and legislative entities exist under this system? How is the Chinese Constitution different from that of the U.S.? Have groups present their findings to the class. The government structure of the People's Republic of China has been compared to a pyramid, with power and authority trickling from the top down and sometimes from outside official bodies and politicians. Does student research support this model? How does this help explain why democracy is a concept that will likely not be practiced soon in China?

LINKS:
http://www.insidechina.com/china/gover/gover.html
http://nis.accel.worc.k12.ma.us/WWW/Projects/China/government.html
http://darkwing.uoregon.edu/~felsing/cstuff/gov.html

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International Desk

Japan Biotechnology

1. How would you define marine biotechnology? Explain how Japanese scientists are farming the seas in search of medical cures. What other applications do they see for some of these marine extracts and

organisms? According to the video, how might marine biotechnology redeem Japan in the eyes of environmentalists?

2. Since Japan is surrounded by the sea, it plays a significant role in the lives of Japan's people. Ask students to consider other ways they think geography impacts the lives of the Japanese. Have students work in groups to research Japan's geographic features. Next direct groups to find out how each plays a role in Japan's economic livelihood. Students will want to note, for example, that the mountainous regions around Nagano allowed the country to host the recent Winter Olympics. What other attractions and natural resources contribute to Japan's economy? Have groups share their information. Challenge each group to come up with another industry or business opportunity that could evolve from any of these geographic features in the form of a written proposal, and present it to the class.

   EXTENSION: Generate a class discussion about the economic impact of geography in your region. What industries are located there? What kinds of jobs do these industries offer? Discuss how a good knowledge of a region's geography can give one insight into the economic profile of that place.

LINKS:
http://www.mdsg.umd.edu/NSGO/research/biotech/index.html
http://geography.miningco.com/library/maps/bljapan.htm
http://www1.appstate.edu/~griffinw/wfb/japan.etext.txt

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International Desk Extra: Chinese Social Changes

1. Discuss how China is a blend of both traditional and modern ways. What problems have accompanied progress? What benefits have followed? Why do human rights activists dispute claims that Chinese authorities are allowing some freedom of religion? What other quality of life issues face China's people today?

2. Have students work in groups to examine the "old" and the "new" in China. Direct them to search recent news publications and on-line resources for evidence of both traditional and contemporary forces in Chinese culture. What traditional practices and customs still exist? How have western influences become a part of contemporary life in China? Assist each group in compiling a multimedia presentation to report its findings.

LINKS:
http://www.csmonitor.com/durable/1998/03/20/intl/intl.5.html

http://www.chinavista.com/experience/index.html
http://www.easc.indiana.edu/pages/easc/curriculum/china/1995/geography/lesson7/r1.htp

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TODAY'S NEWS TERMS

Shanghai	**tolerance**	**George Bush**	**biotechnology**
tube worms	**toxic gases**	**urban**	**tradition**

CNN NEWSROOM WORLDVIEW

Tour Of The World

Bolivia Prisons

1. For what crimes are many of Bolivia's inmates imprisoned? How might the atmosphere of the prisons be affected by the presence of political prisoners? What are the major complaints of the Brazilians in Bolivian prisons? Why are officials reluctant to respond to the protests of the Brazilian prisoners?

2. According to the video segment, preserving stability is of paramount importance to the prison administration. Why do you think this is the case? In your opinion, should fairness be sacrificed in the interest of stability? Explain. What are some positive aspects of Bolivia's prison system? What improvements could be made using these assets as a base to build upon?

3. Guide students to the websites below to study the status of human rights in Bolivian prisons. Have them list international "rules" or "guidelines" for the treatment of inmates and prison conditions worldwide. Follow up with a discussion. Why might such rules be difficult to implement? How should they be enforced? What incentives could be offered to encourage governments and prison administrators to comply?

LINKS:
http://vh1340.infi.net/americas/archive/prisons/docs/045047.htm
http://www.wingnet.net/~icc/humrites.html

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Who, What, Where ?

Who, What, Where ?

Doomsday Clock

1. What is the "doomsday" clock? Why did atomic scientists recently move its hands forward? What other situations exist that they believe increase the fear of nuclear disaster? What is the "closest" the clock has ever been to striking midnight? What does midnight signify? What is implied by the fact the clock is kept by atomic scientists, the people responsible for nuclear technology?

2. Guide students to the website below to research the history of the doomsday clock. It first appeared on the cover of "The Bulletin of Atomic Scientists" in 1947. At that time, the hour hand was at 12; the minute hand at about seven minutes to. Since that time, editors of "The Bulletin" have moved the hands in accordance with the tensions of the nuclear age. Based on their research, have students devise a "doomsday clock" timeline marking significant developments in the international nuclear arena. Invite students to give explanations of the various "times" they select.

LINKS:
http://www.bullatomsci.org/clock.html

http://www.boston.com/dailynews/wirehtml/162_lr/Atomic_scientists_move_Doomsday_Clo.htm

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Information Please Information Please

Coastal Erosion

1. List elements that contribute to coastal erosion. What solutions are being tested? Do you think "beach renourishment" is a practical idea? Why or why not? Why does the Clinton administration want to withdraw financial support for the program? How much of the "problem" is a natural phenomenon? How much is caused by poor land use policies?

2. What guidelines are beach communities implementing to combat shrinking shorelines? Why do people want to live near the coast? What are some ways to protect beaches from rapidly growing populations? Discuss the economic and social impact of coastal erosion.

LINKS:
http://www.cmc-ocean.org/3_pt/index.html

http://www.nos.noaa.gov/

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Culture Watch **Culture Watch**

Stop-Motion Animation

1. How is stop-motion more realistic than cel animation? What are the possible advantages and disadvantages of this production method? How does the use of computers add an extra "element" to the finished film?

2. Introduce students to the art of stop-motion animation. Actually, stop-motion is a time-tested special effect found in many popular movies. Students should be able to easily master a simplified version of this technique by means of a short-term project.

   Provide the following materials:
   a video camera (one that can record for a few seconds and stop);
   a simple set;
   action figures, or dolls that can stand on their own.

   Guide students as they prepare a script or develop the basic idea for the film. They should plan who's going to move where and when things are going to happen. Now you are ready for the actual animation. Students should place the camera so it is stationary and able to capture all the action. They may use a tripod, but a chair or desk will work. Next, have them place the "figures" in their initial positions. Have them check the camera's viewfinder to be sure the entire scene is within the frame. During the actual filming, students should look through the eye piece, then press record on, and record off. This should occur as quickly as possible. The shorter the time the camera records, the smoother the final animation. Remind students to keep the camera still. Moving the objects or "actors" is the most delicate procedure. As students move an actor or part of an actor, they should be careful not to move it too much or too little. Move it too much and it appears to jump on screen, move it too little and it will take minutes for a character to raise his hand. They should tap record again, move the actors, tap record, and repeat until the action is complete. Your class has produced a stop-motion animated film!

LINKS:
http://www.awn.com/heaven_and_hell/rrl.htm
http://www3.leba.net/jrodkey/harryhausen/the7thvo.html

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political prisoner	Bolivia	coup d'etat	"Doomsday Clock"
nuclear age	coastal erosion	animation	stop-motion

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